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ABSTRACT

This resource file contains information for Utah secondary school teachers to help their level 7 students meet the state's instructional objectives in the social studies. This particular student level emphasizes Utah studies. The following disciplines are covered in the resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographical skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include describing the structure of the Federal Government as it relates to the state and local governments in Utah (political science) and designing graphs to express geographic relationships (geographic skill). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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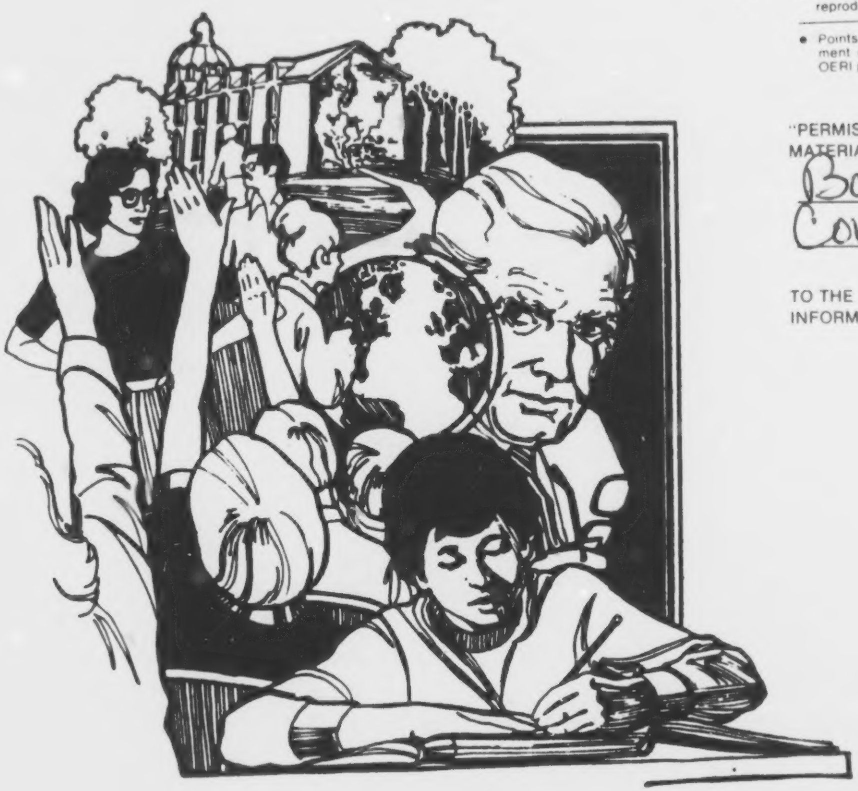
LEVEL 7

UTAH STUDIES



SO 022 529

Utah State Office of Education

BEST COPY AVAILABLE

The students will compare and contrast the variation of needs of the people who have lived and live in Utah. (103) (V)

Secondary Social Studies

TITLE: Different Times - Different Needs

TOPIC: Psychology

TIME SEGMENT: 30-40 minutes

307-101 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare and contrast the variation of needs of the people who have lived and live in Utah.

MATERIALS:

Student Activity Sheet 307-101 (103) (master included)

EVALUATION:

Students will discuss differing needs in three small groups. They will then compare and contrast the needs of people who have lived in three different periods of Utah history to the teacher's satisfaction.

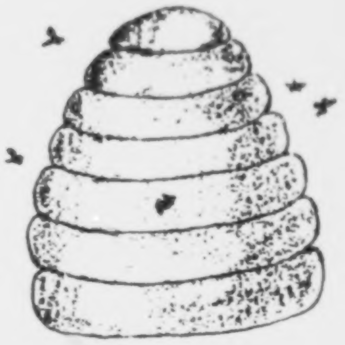
ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Divide the class into three small groups.
2. Appoint a chairperson and recorder for each group.
3. Give each chairperson a copy of the Student Activity Sheet
4. Instruct the chairperson to follow the directions on the sheet. Allow five or ten minutes for group discussion; then have one person from each group report to the total class. Help the class to compare the important needs of the people in these three different eras of time. What needs might be the same for all three groups of people? What needs are different and why?



Skills:

307-826
307-827
307-851
307-856
307-875

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Secondary Social Studies TITLE: Different Times - Different Needs	TOPIC: Psychology	Student Activity Sheet	307-101 (103)

To the chairman assigned to the small group:

Read the following information aloud to your group. It is about the importance of needs in determining your behavior as human beings. After reading the information, set the stage for a discussion of your assigned group. Make sure your group understands the role they are playing. Discuss for 5 - 10 minutes the assigned topic. Choose a recorder to take notes and assign someone to report back to the total group.

NEEDS

Much of our behavior is determined by the strength of our needs. A need indicates a lack of something which is highly useful or desired. Striving to satisfy our needs is one of the strongest motivators that helps shape why we behave the way we do. For example, a person who is hungry has a need for food. All other needs are not important to that person until he has satisfied the need for food.

Psychologists say that every action we take in life is in the attempt to fulfill a need of one kind or another.

Some of the needs a person has are food, shelter, security (both economic and personal), social needs (such as acceptance, love, companionship, belonging to a group, etc.), rest for our body, and a need for personal freedom.

Understanding the needs of people past and present can help us understand why people lived and acted as they did in times past and why a present lifestyle develops with its characteristics.

GROUP ONE: Your group is a group of early pioneers. It is 1850. You have just moved into the Salt Lake Valley. What is your most important need? What other needs would you feel in your life?

GROUP TWO: Your group is living in 1932. The Great Depression has hit. Most of you are out of work with large families to feed. What is your most important need? What other needs might your group feel to be important?

GROUP THREE: Your group represents modern Utahns of the 1970's and 1980's. You are enjoying a prosperous, pleasant lifestyle. What is your most important need as a group? What other needs would be important to you?

The students will name, locate, and describe the life-styles of the three major Utah American Indian groups:

a. Political and social structure
b. Degree of technology
c. Arts and crafts
d. Religion (103) (I)

Secondary Social Studies
TITLE: Utah Indians

TOPIC: History
TIME SEGMENT: Two Class Periods

307-201 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will name, locate, and describe the lifestyles of the three major Utah American Indian groups: seed gatherers, farmers, and hunters to include
a. political and social structure
b. degree of technology
c. arts and crafts
d. religion

MATERIALS:

Student Information Sheet Pages 1-6
Student Activity Sheet
(Masters included)

EVALUATION:

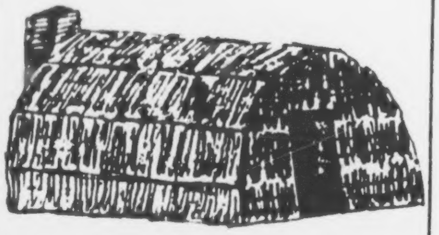
The students will be able to categorize the Indian tribes of Utah into their appropriate heading and describe in writing or orally the lifestyle of those tribes to the teacher's satisfaction.

ADAPTATIONS:

This activity could be completed by dividing the class into small groups and letting them work together to prepare reports for the class. More than one activity per student could be assigned.

PROCEDURE:

To the teacher:



1. Students will need a background on the Indian tribes of Utah as developed from readings and classroom discussions. The teacher may want to invite an Indian that represents one of the tribes to come into the class as a resource person.

2. Duplicate enough of the Student Information Sheets and Student Activity Sheets for the class.

3. Explain the activity sheet to the students.

4. Assign the class to read the information sheets and complete the work on the Student Activity Sheets.

Skills:

307-825
307-850
307-875
307-876
307-879

Evaluation and Comments on Activity:

Students:

Teacher:

Secondary Social Studies TITLE: Utah Indians	TOPIC: History	Student Information Sheet Page 1	307-201 (103)

Basket-makers - Pueblo Indians

Anasazi Indians developed a culture more than 1600 years ago in southeastern and southwestern Utah. They are called the Basket-maker - Pueblo Indians. They made baskets of reeds and grasses and lived in towns.

About 500 A.D. Indians, called the Fremont or Sevier peoples, lived in much of Utah. They developed the bow and arrow and often lived in caves. Little is known of their cultural and religious life. They left drawings and clay figures which might be religious. They did make clay balls and carved bones for games. The Fremont peoples likely lived in family groups. They borrowed ideas from other Indians and were not totally isolated.

The Anasazi, Navajo for "the ancient ones," were a more advanced people. They lived in Utah about 1200 A.D. and were excellent artisans and farmers. The Fremonts were much more primitive than these Azasazis.

The Anasazis evolved from being basket-makers to becoming farmers and masons. The basket-making period went from 1 A.D. to 750 A.D. After that time, the Anasazis built more complex homes. By 1050 A.D., the Great Pueblo period began. Large villages were built and people farmed. They grew cotton, beans, corn, and squash, and also domesticated the turkey.

The Anasazi created elaborate religious rites. They built kivas or ceremonial rooms underground. Culturally, they progressed as well. Leather robes, flint knives, and turquoise necklaces were made, along with gorgeous pottery.

In 1300, the Anasazi moved, probably south. Drought or warlike Indians may have forced them out. The people who replaced them were desert nomads. After the Anasazi left, the Shoshonean tribes remained.

Both the Fremont and Anasazi or Basket-maker - Pueblo Indians were gentle people. Their arts centered on religion and everyday life.

The Piñon People

The Piñon (pin-yun) people lived in the Great Basin between the Sierra Nevada Mountains and the Rocky Mountains. The summers were extremely hot and the winters were very cold. There was very little water. There was little food and they had to keep moving around from place to place looking for food.

The Southern Paiutes gathered the pine-cones and stored the nuts in brush-lined pits. They gathered mesquite and wild beans. They gathered porcupine and wild rye grass seeds and the seeds from bunch grass. They dug bulbs and roots from the ground.

The men hunted rabbits with long nets. They skinned the rabbits and dried their hides. Sometimes they used rough stones and ground the dried meat into a meal or kind of flour. They caught squirrels, gophers, and rats. They hunted for caterpillars, grasshoppers, and crickets which they thought of as special treats because those things were not plentiful. The people were always hungry.

Because they were moving about so much, they did not build permanent homes. Sometimes they just built simple lean-tos against the side of a hill or poles stuck in the ground with matted roofs. Sometimes a large clump of sagebrush acted as shelter from the weather. The summers were so hot that the men wore only a breechclout, moccasins, and leggins. The women wore fiber aprons. Children often went without clothing.

When a baby was born to the Piñon people, he was washed and placed in a cradleboard, which the mother carried on her back, often holding the strap around her forehead. The baby spent the first few years of his life in the cradleboard.

Rituals and ceremonies were very simple. A girl starting to grow up simply became an adult by bathing in a stream every few days until the pine nut gathering was over. She did not eat meat during the bathing time. A boy becoming a man had to kill a rabbit, cut the meat and form it into a coiled loop. He then jumped through the loop while he held his bow in his hand. He ate the rabbit meat and was considered to have become a man.

When they decided to marry, there was no ceremony. They just agreed to marry and went to live with the girl's band or group. When they died, the body was covered with an animal skin and placed in a crevice or crack in the mountains close by. If a man died, his wife and boys cut their hair to show they were mourning for him.

The Paiute Indians were very much like all the Indians living in the Piñon Area. However, the Paiutes who lived farther north where there were mountains were richer by far. There were streams and lakes with geese, ducks, pelicans, and swans. There were also antelope and deer; but the Paiutes, too, were "gatherers".

Because their food supply was more dependable, they could build more permanent homes called wickiups. They were made on a framework of poles lashed together at the top and covered with dried brush or bark from trees and bushes or matting made from grass and reeds. In summer, when they "gathered", they would build a shelter that did not have to last long.

Only a few thousand Paiutes are living today. They do not live in the old way but live on Koosharam Reservation in Southern Utah.

You might be interested to know that Pauite (Pah-ute) means water, Ute (Yuta, Utah) means home or location on the mountain tops, and Gosiute was a Shoshone word meaning dust people. Apparently, the words described the area in which those particular Indians lived.

The Ute Indians

The Ute Indians lived in the eastern and central part of the state. They spoke a form of language called Uto-Aztecan, which tells us that perhaps they came north from the area of Mexico or were in someway a part of the Aztec Indians.

The Spanish came north to the area and introduced the horse to the Utes. We do not know exactly when, but it must have been about 1630, around 350 years ago. There is a legend that says the Utes at first thought the horse was a huge dog. They tied the horse up, and it starved to death. When they discovered better uses for the horse, it gave them great advantages over the Indians living around them. They could hunt better and go farther away to find food. They could travel far enough into the Great Plains to hunt buffalo. They were much stronger in war than the Paiutes and Gosiutes.

The Spanish came into the Ute lands and captured small bands of Indians and sold them as slaves, probably to work in the mines and as household servants in the places farther south. The Ute Indians saw this and with horses, they were able to raid other groups and take teenage boys and girls to sell as slaves in the same way. Sometimes they traded old, worn-out horses to the Southern Paiutes and Western Shoshones for children, and since those tribes were poorer, they usually ate the horses. The fact that children and the young girls were taken from them may have been one reason the bands became small so quickly. They also raided the settlements as far away as California and stole horses and cattle. Horse-trading and fur trading became a way of life for the Ute Indians.

As more and more white men moved into the area, the treatment of the Indians in Utah became very nearly the same as that which had gone on before in American History. The Utes fared better than most, mainly because of the efforts of Kit Carson, the first Indian agent from 1853 to 1859. Eventually, as with other Indians, they were all moved to the present Uintah and Ouray Reservation in the Uintah Basin.

The Utes are family people. Age is respected and children are taught, trained, and helped by all members of the family. They change as they see reason to change. They are growing in every way, proud of their people, their heritage, and their progress.

Some important Ute Indian leaders were Wakara, Sowiette, Arapene, Kanosh, Tabby, who were all brothers, and Ouray and his wife, Chipeta.

The Utes lived in the eastern and central parts of Utah, the Paiutes roamed the southwestern part, the Gosuites (Go-shoots) settled on the western part, and the Western Shoshone hunted or trapped in northern Utah. They all had a basic common language. Their language was the Uto-Aztecan language.

The fifth group of Indians remaining in Utah were the Navajos. They spoke a different language which belonged to the Athapascan language family. The tribes or bands were constantly on the move. Food supply, water, and weather determined where and when they moved. They followed certain routes every season. These Indians were part of the group called "The Gatherers".

"The Gatherers" living in the Great Basin Area, the land between the Rockies and the Sierra Nevada Mountains, were known as the Piñon Area People. They were gatherers of pinon nuts (pine nuts).

Ute Political Structure

The method used by the Utes to govern their tribe started in the family. The extended family was a very important part of Ute life. Each family member had certain duties to perform. When families combined for a hunt or religious event, a leader was chosen. A person who had knowledge or skills in areas might be chosen. People could talk to him, but no one was forced to do what he said.

When the Utes began using horses in the 1600's, they were better able to communicate among the twelve families or bands. More people could gather for hunts or ceremonies. Still, the Utes did not have a strictly organized leadership.

As white men entered the Ute lands, there was need for interpreters and strong leaders.

Ute Social Structure

The family was the core of the Ute society. For Utes, the family meant aunts, uncles, cousins, and grandparents. Each person had a certain assignment. More mature members taught others. The adults took care of the family's food and shelter, and clothing. Women fixed food, took care of clothes, gathered plants, took care of children, and oversaw the camp.

The men shot game and fished. They also made weapons and tools and protected the camp. All family members worked together on some activities, such as making a shelter. Everyone in the family taught the young children and took care of them. The entire family relaxed by playing games and listening to tales.

These bands or family groups did not have established leaders. The counsel of more mature people was respected. Usually people took advice from those they respected. If an individual had a special skill, he would lead the activity involving it.

Later in Ute history, bands had a more formal leadership. The authority, however, was given by the followers. Some groups made semi-permanent villages. These same groups formed more government. The leaders would suggest cooperation, sent out expeditions, etc.

White settlers upset the Ute life style. Whites changed the land and relocated the Utes. Ute social ways changed as the government took over more and more. Indian schools and white officials forced many changes on the Utes.

Utes - Arts and Crafts

Tanning - Ute women were excellent tanners. They would scrape the skins with a bone tool, then wash them. Next they rubbed animal brains on the hide and let it dry. Next they washed the skins, pulling them so they would be soft. They dried the skins, stretching them. This stretching could take hours. If the women smoked the skins, they would turn different colors. Pine wood, for example, made the hides a light yellow. The tanned hides were used for clothes, blankets, shelters, moccasins, and other things. Sometimes women decorated the shirts they made for the men with dyed porcupine quills.

More About the Utes

You have already learned that the Utes were "gatherers" of the roots, seeds, and berries growing at different times of the year. They were also able to kill animals such as deer, mountain goats, rabbits, gophers, squirrels, and sometimes bear and buffalo.

Their main foods included grass seeds, pinon or pine-nuts, wild potatoes, service-berries, and chokecherries, and tobacco roots. They ground the berries and seeds into a paste or a flour when dried. They baked the pine nuts in hot ashes and stored them. They dried some of the meat in the sun so it would keep for a longer time. They raised corn and ground it into corn meal. They mixed the corn meal with water and baked it on the hot earth under a bonfire. They also used herbs and roots as medicines.

The Utes made baskets from willows and covered them with pitch from the piñon trees so they would not leak. They also made beautiful cream-colored baskets decorated in red, black and yellow.

They fringed their moccasins, shirts, leggins, and dresses used for special occasions with hair from small animal skins. Sometimes they were embroidered with porcupine quills dyed in brilliant colors. Other times they used rows of elk teeth and even bear claws for decoration.

After the white traders came and brought beads, the Utes used beads of yellow, light blue, and green mainly as decoration. They also traded for seashells which they used for decoration. Those who used them were considered wealthy according to how many "money" shells they used.

We are fortunate that we are still able to see some of the lovely baskets and beadwork the Ute Indians, living on the Uintah and Ouray Reservations, make today. Some of the things they decorate are purses, rabbit's feet, dolls, moccasins, cradleboards, neckties, and chaps. We sometimes can see them at the state fair or in shops that sell the things the Indians make.

Secondary Social Studies TITLE: Utah Indians	TOPIC: History	Student Activity Sheet	307-201 (103)

To the student:

1. After reading the information sheets on Utah Indians, choose one of the following activities:

   a. On a separate piece of paper, make three columns labeled seed gatherers, farmers, and hunters. Under each column, list what you know about the political and social structure, degree of technology, arts and crafts, and religion of each group. What is similar and what is different about each group?

   b. Choose one of the Indian tribes. Using all of the resources that are available, on a separate piece of paper, write a report of at least one page to share with your class about the life style of that tribe. including each of the areas listed in Activity a.

   c. Read a book about archeology. How do archeologists find out about ancient people? How did they find out about the Anasazi tribe? What would they be able to tell about your life style if they unearthed your tomb in 1,000 years? Write down your answers.

   d. Compare similarities between your lifestyle and that of the Piñon people. Write at least one page.

2. When you have completed this activity, put your paper in the place designated by your teacher.

The students will name the major Indian tribes and evaluate the contributions made to Utah's development by the American Indian. (106) (V)

Secondary Social Studies
TITLE: Utah Indians Have Contributed to Utah Development

TOPIC: History
TIME SEGMENT: 1 class period

307-202 (106)

D

INSTRUCTIONAL OBJECTIVE:

The students will name the major Indian tribes and evaluate the contribution made to Utah's development by the American Indian

MATERIALS:

Student Information Sheets Pages 1,2
Student Activity Sheet (Masters included)
Information Map - Indian Tribes
Utah map with the names of cities, towns, counties and geographical locations

EVALUATION:

The student will answer the questions and perform the activities on the Student Activity Sheet as designated by the teacher.

ADAPTATIONS:

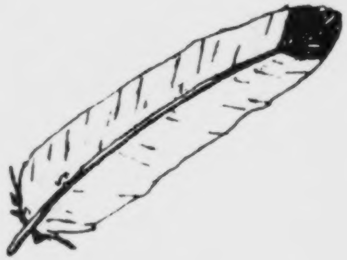
Research additional information about each Indian tribe in Utah. Locate samples of Utah Indian art and folklore and share in the classroom. Locate communities, geographical features in neighboring states which have Indian names.

PROCEDURE:

To the teacher:

1. Have the student read the information sheet. If there is additional material available about the Indians in the Utah area and their contributions, it could be used also.

2. The students will answer the questions and do the activity sheet. The teacher will determine if it is to be done orally, written, or shared in another way.



Skills:

307-850
307-854
307-856
307-875

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Utah Indians Have Contributed to Utah Development	TOPIC: History	Student Information Sheet Page 1	307-202 (106)

Utah is located in an area which includes three major land regions; the western chains of the Rocky Mountains, the Great Basin, and the Colorado Plateau. There were three major Indian tribes in these areas and although culturally related, they were slightly different in their life styles and their languages.

In 1860, another Indian tribe moved into the southeast part of Utah, the Navajos. Their culture and language was different than the other tribes of Utah. This tribe presently is the largest tribe in the United States and is mainly located in Arizona, spilling into New Mexico and Utah.

Study the information map. This map shows the approximate location of the Indian tribes when the white man was beginning to settle the area.

The land area which now makes up the state of Utah is very arid and harsh. It was difficult for the Indians to survive by farming, so they moved about to find food and became known as gatherers. They learned to live close to the land. They learned to make fine basketry in which they collected, stored and cooked their foods. The Navajo learned to make handsome pottery and decorated it with designs. These containers were not merely a contribution for utilitarian purposes but also contributed as an art form unique to these people.

By living close to the land, dancing and songs became a part of their life to communicate that which they did not understand. The dance also represented another contact with nature, with all living things. Dances were a part of processions and observances with their agriculture and seasons. Many of these dances and ceremonies are still performed and can be observed by people other than tribe members.

Many Indian tribes would hand down their folk tales, legends, and poetry by word of mouth, because most tribes did not have a written language. As these tales are being recorded, a rich history of our country is being compiled. Again, because of their closeness to the land, many of these pieces are told to explain the creation, the seasons, man's relationship to the Gods, mans' relationship to other man, and unusual formations in nature. Here is an Indian lyric that had been told to someone who wrote it down.

I walk in the trail of beauty
My thoughts are like the trail of beauty.
I walk among beautiful flowers.
My speeches are like beautiful flowers.

For all things are harmonious
In front of me,
Behind me,
Under my feet,
And above me.

All undesirable words are turned to morning dew drops
All undesirable words are turned to sacred pollen.

I am the center of blessings that flow from all direction.
All is beautiful again,
All is beautiful again,
All is beautiful again.

At the time the first white settlers came to Utah, they, as the Indians, were primarily concerned with surviving in a difficult region. When the settlers came in contact with the Indians and saw some of the types of things they did, many were willing to do the same in order to survive. In fact, many of the pioneers would not have survived if the Indians had not told them about the sego lily root. The Indians also knew how to dry meat and other foods, then grind it into a powder which could be stored.

The state of Utah reflects much of its Indian culture. You can recognize Indian names which can be found as towns, counties, mountains, and other features all around the state.

Secondary Social Studies Utah Indians Have TITLE: Contributed to Utah's Development	TOPIC: History	Student Activity Sheet	307-202 (106)

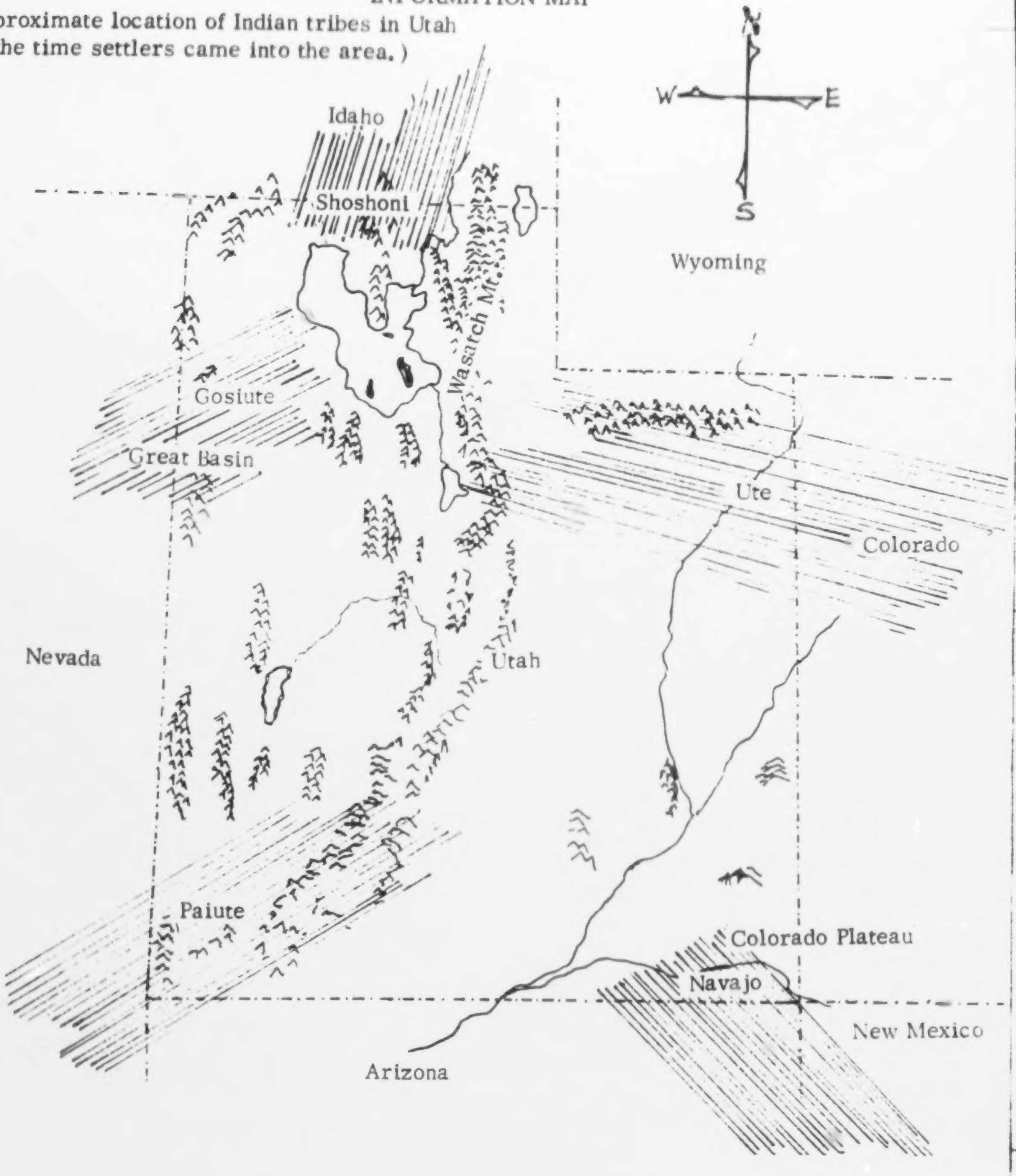
To the student:

Answer the following by writing, discussing in small or large groups, or any other way that your teacher has designated.

1. Name the major Indian tribes located in Utah around the time the pioneers came to settle in Utah. Tell where they were located.
2. Make a statement in your own words about three or more contributions made by the Indians toward Utah's development.
3. Using a map of Utah that has the names of cities, towns, countys, and geographical areas on it, write or otherwise identify those with Indian names.
4. Optional. Locate a filmstrip or short movie which tells of an Indian legend or folktale. Share it with the class.
5. Optional. Locate pictures or objects to illustrate the types of pottery, baskets, weaving, ceremonies, or other Indian cultural activities. Share with the class.

INFORMATION MAP

(Approximate location of Indian tribes in Utah at the time settlers came into the area.)


N
W
E
S
Idaho
Shoshoni
Wyoming
Wasatch Mts.
Gosiute
Great Basin
Ute
Colorado
Nevada
Utah
Paiute
Colorado Plateau
Navajo
New Mexico
Arizona

The students will describe the association of the American Indian with the early traders, trappers, and explorers, and compare this association to that of the present-day Indians of Utah. (408) (V)

Secondary Social Studies American Indians and
TITLE: Traders, Trappers, and Explorers

TOPIC: Anthropology
TIME SEGMENT: 1 week

307-203 (408)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the association of the American Indian with the early traders, trappers, and explorers; compare this association to that of the present-day Indians of Utah.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Utah History books
A Brief History of the Ute People

EVALUATION:

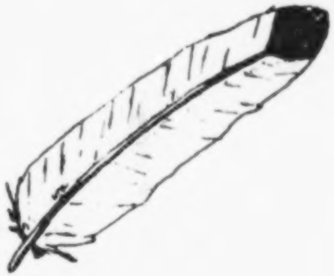
The teacher will be satisfied with the participation of the students in the discussion with the visits of guest speakers and during class discussions. The notes taken on news clippings will also be satisfactory.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:

To the teacher:



1. Duplicate enough Student Information and Student Activity Sheets so that each student in the class may have one.

2. Before these activities are assigned, the proper background should be provided through class discussion, the reading of the Student Information Sheet, and any other relevant materials that are available.

3. Invite a resource person who is knowledgable about Indian affairs. Ask your visitor about land use, recreation, childhood experiences, interests, history of Indians in this area.

4. Find out about current Indian issues. Discuss the different points-of-view that are expressed by the Indians and the Whites. Invite to your class someone who has worked with Indian issues. Before the day of the visit have the students formulate questions designed to find answers to the issues and the different points of view of both sides.

5. After the students have read A Brief History of the Ute People, discuss the book with the class.

6. Also discuss any information the students have found in old newspaper clippings.

Skills:

307-827
307-875
307-877
307-879

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies American Indians TITLE: and Traders, Trappers, and Explorers	TOPIC: Anthropology	Student Information Sheet	307-203 (408)

To the student:

The Southern Paiutes provide a good case study of the contacts Indians had with early explorers. One of the tribe's first contacts came with the Dominguez Escalante group. The Spanish met the Southern Paiutes just north of modern Cedar City. The white men captured several Indians and asked them about their people. The Indian women told their people the Spanish came in peace. The Spanish also wanted to get some Indian guides. From the Southern Piautes the Spanish learned that the area tribes had extensive trade with each other. The Southern Piautes were not anxious to tell the Spanish many details about their lives. The Indians did lead the Spanish part of the way and helped them find food and water.

Indians often acted as guides for later parties. Sometimes Indians and trappers or traders did no not get along well. For example, in 1826 Mohave Indians demanded payment from white fur traders. The traders refused to pay. When an Indian head man came to request money again, a trapper shot him. Short battles took place the next day and sixteen Mohave were killed. The trapper wrote that they left bodies of the dead dangling in trees to scare other Indians. Sometimes Indians did equally bad things to the Whites.

In the modern era Indians and Whites still have misunderstandings. Sometimes both groups disagree on land use, water rights, etc. Other times they work together on major issues.

Secondary Social Studies American Indians and TITLE: Traders, Trappers, and Explorers	TOPIC: Anthropology	Student Activity Sheet	307-203 (408)

To the student:

1. Read the Student Information Sheet.

2. Visit the local newspaper library and find any articles about Indian/White relations during the early Utah period. What happened? How did the Whites and Indians get along? Take notes on your findings to use in class discussion. After the class discussions, put your name on your notes and put them in the place designated by your teacher.

3. Read an account of Walker War of Black Hawk War in your Utah history book. Then read an account from the Indian point of view. (c. f. A Brief History of the Ute People Salt Lake City: Uintah-Ouray, 1977.) What are the differences in the two accounts? Participate in the class discussion on the book.

The students will compare and contrast the life styles among the different cultures in Utah. (408) (I, V)

Secondary Social Studies
TITLE: Cultural Lifestyles in Utah

TOPIC: Anthropology
TIME SEGMENT: 3 days

307-204 (408)
D

INSTRUCTIONAL OBJECTIVE:

The students will compare and contrast the life styles among the different cultures in Utah.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(masters included)
Beehive History 4
Texts

EVALUATION:

The students will demonstrate their understanding of cultural life styles in Utah by writing up one of the activities to the teacher's satisfaction.

ADAPTATIONS:

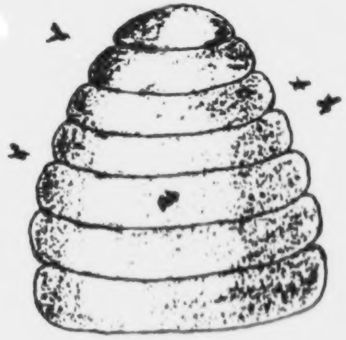
The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough of the Student Information Sheet and the Student Activity Sheet so that each student in the class may have one. Assign the Student Activity Sheet to the class.

2. Before these activities are assigned, the students should have been given a good background in the various cultures present in Utah. This should be done through selected reading, including the Student Information Sheet and class discussion.



Skills:

307-825
307-850
307-875
307-876
307-879
307-884

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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A life style is just what the word suggests. It's a style or way of living. There are many elements of life style including food, recreation, work, family patterns, etc.

This information sheet discusses some aspects of the Hispanic family. For the Chicano or Hispanic Utahn, the family is the most important group. The family includes the "extended" family of aunts, uncles, cousins and grandparents. Most Chicanos feel extreme loyalty to their families. Often a person is first identified as a member of one family, then as an individual. That means that a person's behavior reflects on his family. Children are taught that their actions can bring the family honor or disgrace. They learn that the family is the source of economic and emotional security.

The extended family is a big part of this security. Grand children or others help the elderly. Other family members act as god parents to children. The god parents help teach children how to behave. Even when a person marries, his god parents provide help.

In the family children learn about social roles too. The young are taught to respect their elders and to follow male leadership. The father is the authority figure. He is also supposed to provide for the family. Chicano parents usually teach that behaving well and being well-educated are very important.

The mother is to love and care for the father and children. Mothers are highly respected in the community because of their important role.

Children are supposed to share and work together. Boys are taught to care for their sisters. Boys and girls know that older brothers and sisters have more respect in the family.

Chicanos are taught to be more reserved with other people than Anglos are. Chicanos think they show more concern for others by not showing all their feelings. It is courteous not to offend or confront anyone. The following story is a good example of this concept.

A young Chicano woman disagreed with her university professor over a grade. Her Anglo friends told her to stand up to the professor, to be assertive. This was not the way she'd been taught to behave. She took her friends advice, however, and talked to the professor. The professor finally agreed with her and changed the grade. She was so happy. When she saw her mother next, she told her the story. Her mother was not pleased. She said, "Where did I go wrong? I taught you to respect your elders, and be obedient. How can you behave this way?" The girl learned that Anglo and Chicanos didn't always agree.

Secondary Social Studies TITLE: Cultural Lifestyles in Utah	TOPIC: Anthropology	Student Activity Sheet	307-204 (408)

To the student:

1. Through your reading and class discussion, you should have a good understanding of the various cultures present in Utah.

2. Choose one of the following activities and write it up:

   a. Read about Mormon, Greek, Japanese, and other family lifestyles. Compare these lifestyles to each other.

   b. Read "Italian Sausage Making is a Family Affair", Beehive History 4, Utah State Historical Society, 1978. What kinds of food preparation are part of your culture? List some of your family food traditions.

   c. Write a short story about how people relate to each other in your family. Who has the most authority? How are the children treated?

   d. Write about a humorous moment in your family that related to something about your life style. This could be when you went hunting, were on a trip, etc.

   e. Talk to another person in your class. How does that person's life style differ from yours? Write down things that are similar about your life styles. Write down things that are different.

3. When you have finished, put your paper in the place designated by your teacher.

The students will analyze ways in which culture, tradition, and religion influence family and personal eating habits. (506) (P, N, V)

Skills: 307-850 307-852 307-853 307-855 307-856 307-875 307-876	Evaluation and Comments on Activity: Students: ____________________ ____________________ ____________________ Teacher: ____________________ ____________________ ____________________

Secondary Social Studies
TITLE: Eating Habits are Different

TOPIC: Anthropology
TIME SEGMENT: 2 class periods

307-205 (506)
D

INSTRUCTIONAL OBJECTIVE: The student will analyze ways in which culture, tradition, religion, and climatic condition influence family and personal eating habits by matching the descriptions of various cultures with typical eating patterns of different cultures. (408-205)

MATERIALS:

A copy of "Description of Various Cultures" for each small group.
A copy of "Typical Eating Patterns for Various Cultures" for each small group.
A copy of the "Questions for Thought and Discussion" for each student, or the questions may be written on the blackboard. (Masters included)

EVALUATION:
Individual responses to the "Questions for Thought and Discussion" will indicate if the student has achieved the objective to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:
To the teacher:

1. Before this activity is assigned, establish an adequate background for it.

2. The activity may be done in small groups or can be done on an individual basis.

3. Each group or individual is given a copy of the "Description of Various Cultures" and a copy of "Typical Eating Patterns for Various Cultures." The descriptions are numbered and the eating patterns are assigned a letter. The students read the descriptions and as a group determine which eating pattern or menu best fits the different cultures.

4. Assign the following the matching activity; Each student will individually write his responses to the "Questions for Thought and Discussion."

Secondary Social Studies TITLE: Eating Habits are Different	TOPIC: Anthropology	Student Information Sheet Page 1	307-205 (506)

Typical Eating Patterns of Various Cultures

A. Breakfast might consist of warm milk, coffee or chocolate with bread, butter and jam.
Dinner or the noon meal is quite often the largest, but is similar to supper. This meal might have a dish which consists of black beans, smoked meat, sausage, garlic, onions and pepper. This is sprinkled with a flour made from a root and served over rice. The meal might also include sliced oranges, tomatoes and lettuce.
Supper: A nice beef steak, spaghetti dinner with chicken or salted codfish with layered potatoes, tomatoes, carrots, onions and olives would typically be eaten with a vegetable simmered in tomatoes and onions with sausage. Dessert might consist of a stiff fruit conserve (thickened-sweetened fruit) served with cheese, or a pudding or custard with coconut.

B. Breakfast might consist of rice, fruit (such as pineapple, bananas, or mangos), dried fish and occasionally milk.
Dinner might consist of rice and small amounts of dried fresh fish. Fried large juice bananas and tomatoes may accompy the meal.
Supper: A fried rice dish consisting of rice with chicken, pork or beef with onions, carrots or sweet potatoes could be eaten. Lumpias, a seasoned meat and vegetable filling rolled up in a very thin pastry, is fried and served with a sweet and sour sauce for supper. A favorite for dessert is avocado ice cream with macapuno (a sweet-thick coconut sauce).

C. Breakfast: Cereal prepared from corn in thin small pieces is quite often served. Cereal prepared from oats, wheat, or rice is also commonly served. Milk is served with cereal. Fried eggs, bacon, or ham might also be enjoyed. Orange juice, coffee, or milk are served as beverages.
Lunch: If eaten at home, may be meat with a wheat bread and a sauce or condiment prepared from oil, salt, egg and seasonings. A soup is often served. The favorite would typically be a clear broth with noodles and small amounts of chicken. Fruit, cookies, or cake might also be served with the meal. If the afternoon meal is eaten away from home, it might typically consist of chopped and fried meat (usually beef) on a round roll with tomato paste seasoned with sugar and spices. Strips of potatoes fried and salted with a richly seasoned tomato sauce are eaten with the meal. The beverage chosen is made from a root or a tropical bean with sugar, and processed to give off carbon dioxide gas.
Supper: Meat, generally fried or grilled, is served. The favorite is traditionally beef, chicken, or pork in that order. Fish is eaten occasionally. Potatoes are enjoyed with most meals. They may be fried, baked, boiled, or prepared by mashing with a simple household tool. Bread and butter is usually eaten with white bread being the most predominant type. Vegetables served include corn, green beans or peas. Broccoli, cabbage and greens

Secondary Social Studies TITLE: Eating Habits are Different	TOPIC: Anthropology	Student Information Sheet Page 2	307-205 (506)

Descriptions of Various Cultures

Description of Culture 1

Regions: The climate is varied. It includes plains of grains and tropical regions.

Religious Beliefs and Taboos: There are two major religious groups. One believes that beef is not to be eaten and the other cannot eat pork.

Economic Conditions: Most all the population is extremely poor. A few are very wealthy.

Population Density: There are 388 people per square mile.

Main Agricultural Products: Barley, rice, wheat, seed-pod vegetables, peanuts, pepper, sugar cane, tea, and rice are heavily produced. Spices are grown and used in cooking extensively.

Household Conditions: Refrigeration is very rare. Small earthen ovens are used for cooking. Very simple tools are used for preparation of food.

Traditions: These people enjoy seasoned food, and rice is generally the grain most used.

Description of Culture 2

Regions: Four season weather that is fairly dry. Irrigation water is available.

Religious Beliefs and Taboos: There are none regarding food.

Economic Conditions: Moderate poverty, but land and water are available for sustaining all the family food needs.

Population Density: Sparsley populated.

Main Agricultural Products: Corn, peppers, beans and squash. Home grown vegetables and some fruits. Wild game readily available. Family may have a cow or goat.

Household Conditions: Refrigeration very rare. Large earthen ovens. Simple equipment for sun drying.

Traditions: Corn is traditionally the main grain and beans are often used. Family enjoys being fairly self sufficient. Neighbors take part in preserving the food for the winter. There are very few stores or market places to purchase food. Trading is often done.

Description of Culture 3

Regions: Four season weather. Large land mass that varies. Includes plains of grain and warmer regions for growing produce. Many areas cannot be farmed and are used for grazing of cattle.

Religious Beliefs and Taboos: Very few. They generally do not eat blood and pork is thoroughly cooked, but this is because of health practices.

Economic Conditions: High standard of living for great majority. Distribution of goods produced in various areas is good because of developed transportation system.

Population Density: 49 people per square mile.

Main Agricultural Products: Corn, wheat, oats, chickens, hogs, beef, poultry, eggs, soybeans and rice. Hay, barley, peanuts, potatoes and other vegetables are also produced. Small amount of tropical fruits as well as orchard fruits are produced and distributed. Small fishing industry.

Household Conditions: Refrigeration is readily available. All cooking facilities generally available.

Traditions: Culture has become a blend of many cultures and national origins. Majority of people take the best of each culture with which familiar and eat a wide variety of ethnic foods (adjusted to their taste). Those preparing food have become more involved in careers and activities outside the family dwelling and therefore purchase 20 percent of their meals outside of their home and hire out much of the food preparation to a large developing industry concerned with preparing and packaging the varied agricultural products available. Eating has become a real pastime and tradition for this "over-developed" country which sites its favorite pastime as eating and its number one form of malnutrition as obesity.

Description of Culture 4

Regions: Four season weather and many coastal regions. Water is readily available for agricultural purposes.
Religious Beliefs and Taboos: None effecting food.
Economic Conditions: A hard working country that makes use of resources. At present the country is going through a period of inflation and energy shortages, but through hard work they are meeting their needs.
Population Density: 686 people per square mile.
Main Agricultural Products: World's largest fishing industry. Onions, beans, cabbage, radishes, tea, barley, fruits, potatoes, rice, soybeans and wheat. Little ranching and very little dairy industry.
Household Conditions: Most have refrigeration and cooking facilities. Most cooking is done on top of a stove or a unit that will fry or steam. Traditional cooking done on open charcoal stove in house.
Traditions: Rice is the grain of choice. Stir-fry cooking is traditional and enjoyed by this culture. Generally they prefer an item to be served in a separate bowl to emphasize the color, texture and design of the food. Simple meals are prefered. Few sweets are eaten in relation to other developed countries. Flowers are used to garnish the plates and make them more beautiful. When referring to a meal it is a greater compliment to say, "How lovely!", rather than "How delicious!"

Description of Culture 5

Regions: Large amount of coastal waters due to many islands. Tropical region with a great deal of precipitation.
Religious Beliefs and Taboos: None effecting general food intake.
Economic Conditions: Large amount of poverty. Most farming methods are still primitive.
Population Density: 285 people per square mile.
Main Agricultural Products: Coconuts, corn, livestock, pineapple, rice sugar, sweet potatoes, bananas. Large fishing industry and fishing is done by individuals of the society for daily home use.
Household Conditions: Very few have refrigeration and all have some form of cooking facility, usually a fire or small stove top. Many small markets are present where food may be purchased daily.
Traditions: Rice is the grain of choice and a mainstay of the diet. It is usually eaten at each meal. Dried fish is often used and eaten with rice. Pork and chicken are usually available. Many families have their own pig and several chickens. Ice Cream is a favorite even though the dairy industry is very small and milk drinking is occasional.

Description of Culture 6

Regions: Cold harsh winters with cooler summers and shorter growing seasons. Many coastal regions which make fishing advantageous.

Religious Belief and Taboos: None. All parts of cattle used. Blood is even prepared and used in some traditional dishes.

Economic Conditions: The country is industrialized and has a very high standard of living. They are going through a period of moderate inflation. Citrus fruits, fruits and vegetables that require a longer growing season must be imported which raises the cost.

Population Density: 44 people per square mile.

Main Agricultural Products: Barley, cattle, oats, pigs, rye, sugar beets, potatoes and wheat. The country has a highly developed dairy industry and the lush meadows of the spring and summer provide well for cattle. Hearty fruits such as apples and berries grow well in this climate.

Household Conditions: Refrigeration available to all. Cooking facilities including ovens are available to all.

Traditions: The country is rich with food related traditions which surround the several religious holidays. Baking is a fine art passed down from mother to daughter. Many delicacies have been developed over hundreds of years from utilizing the many dairy products available. When refrigeration was not available, smoking and salting of fish was prevalent and is continued now as a food enjoyed by this culture.

Description of Culture 7

Regions: Tropical and semi-tropical. Many coastal regions.

Religious Beliefs and Taboos: No taboos and restrictions, but meat is traditionally eaten sparingly.

Economic Conditions: Fair amount of poverty, but the country is developing in an effort to ease the conditions of the poor.

Population Density: 881 people per square mile.

Main Agricultural Products: Peanuts, rice, sugar, sweet potatoes, tea, tuna, sardines, pineapple, bananas, melons and citrus fruits.

Household Conditions: Very few people have ovens so most cooking is done on a stove top by frying meats and vegetables in the way women have cooked for centuries.

Traditions: The food is eaten with chopsticks as in many Asian countries, so food is chopped into small pieces. Sticky rice is preferred because it is easier to eat with chopsticks. Chicken is considered a delicacy and other meats are enjoyed, but meat is generally available in moderate amounts. Water is not served with meals, but a simple soup is often drunk at the end of a meal. Fruit is usually served at the end of a meal also. Vegetables are often dipped in a very thin batter and fried.

C. (continued)
are also served, but are preferred less well. A salad made from leaves served with a salty-seasoned dressing might be used; or one made from a jellied fruit flavored confection, mixed with fresh or cooked fruit and whipped coconut oil might be prepared. The favorite dessert of the culture includes a large red berry served over cake with whipped and sweetened cream. Pastry prepared as a pie with apples, cherries, lemons, or other fruit or custard filling could also be served.

D. Breakfast: Thin pancakes made with large proportions of egg and milk served with butter and loganberry jam is a favorite breakfast. Bacon, ham or (on special occasions) a smoked fish is poached in milk. Coffee is the preferred beverage of the adult and milk is served to the children.
Dinner: A traditional sweet rye bread called limpa is served with butter and watercress. Cheese or some meat might be eaten with bread or crackers. Milk or tea and sometimes a sweet fruit punch will be served as the beverage.
Supper: Roast pork or smoked fish is served with boiled potatoes and cream gravy. A round-flat yeast bread with butter is a favorite bread served with dinner. Steamed cabbage or other native vegetables are served with dinner. Dessert is popular and may be an almond cake, berry or apple pie, or custard with fruit. Coffee, milk or punch might be served with supper.

E. Breakfast: Steamed rice, pickled vegetables, and a small amount of meat with soybean milk or bean curd is a typical breakfast for this culture. Occasionally eggs are served.
Lunch: A "bien dong" (lunch box) is prepared for the children. This includes rice and small amounts of meat or fish. The small metal box is sent to school with the children and heated in a special school kitchen.
Supper: Three main dishes are usually served. This includes rice, fried vegetables and meat or fish; a favorite is pork stew. After, a clear-light soup is served. For dessert watermelon, pineapple, pears, or mangos are eaten.

F. Breakfast: Cooked rice or barley.
Lunch: Curried rice or bulgar (cooked wheat similar to fluffy rice) mixed with eggs and peanuts.
Dinner: Highly seasoned rice dish with some meat. The type of meat depends on religious background. Some persons eat beef and chicken, while others might eat only chicken and pork. Beans, peas, or other available vegetables might be served. Water, tea, or milk (if available) are served as the beverages.

G. Breakfast: Small flat bread fried on a grill which is made from ground corn, cooked beans, goat milk, and tea made from herbs which have been gathered.

Dinner: Beans simmered in small amount of smoked meat. Small fried bread made from wheat flour, stewed dried apricots, and milk or tea.

Supper: A traditional dish made from dried venison, dried chilies, and steamed dried corn is prepared and served. Fresh or dried vegetables such as spinach or other greens are served with the meal. A fruit, composed of stewed dried fruits, is served with the meal also.

Secondary Social Studies TITLE: Eating Habits are Different	TOPIC: Anthropology	Student Activity Sheet	307-205 (506)

To the student:

Questions for Thought and Discussion

1. Read through Student Information Sheets and, on a separate piece of paper, answer the following questions:

    a. Do religious restrictions effect what a person eats? Give an example.

    b. How does the food available in abundance affect the diet of a culture?

    c. Many countries could grow wheat in place of rice. How does the traditional preference of a culture determine what is grown on the country's farms?

    d. How can the climate and geographic conditions effect what is available?

    e. In reading over the conditions of the different cultures, can you see any conditions or traditions which might contribute to obesity?

    f. How would you react to being placed in the conditions of Culture 1?

    How would you react to being placed in the conditions of Culture 6?

    What traditions and personal preferences do you have which would make you dislike or enjoy Culture 6's food habits? Explain your answer.

    g. Could one eating pattern fit the description of more than one country? Explain your answer.

2. When you have finished this activity, put your paper in the place designated by your teacher.

The students will identify the varying integral parts of a social system: economic and political (103) (V)

Secondary Social Studies
TITLE: Social System - Economic and Political
TOPIC: Sociology
TIME SEGMENT: 1 class period
307-301 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will identify the varying integral parts of a social system - economic and political.

MATERIALS:

Student Activity Sheet (Master included)
Texts, encyclopedias, any other available material.

EVALUATION:

Students will be able to identify and write down the parts of their social system and group them according to economic and political factors to the teacher's satisfaction.

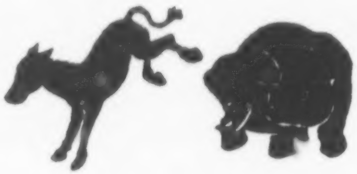
ADAPTATIONS:

This activity could be done in small groups.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets so that each student may have one.



2. Through selected reading from texts, encyclopedias and other available sources and through class discussion, the students should be given a good background in the economic and political aspects of a social system.

3. With such a background, students can then be assigned to do the Activity Sheet.

4. After the students have completed the activity, discuss with the class how these economic and political factors directly influence their behavior.

Skills:

307-825
307-827
307-850
307-875
307-876
307-879

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Social System - Economic and Political	TOPIC: Sociology	Student Activity Sheet	307-301 (103)

To the student:

1. After reading and discussing with your class the topic of social systems, do the following activities on a separate sheet of paper:

   a. Make two lists. Label one "economic" and one "political". List at least ten of the economic factors that are part of your life.

   b. Think of every way money and business influence you personally. On the political list, write down at least ten political things that influence your life. Write things like laws you live by - including the law that says you have to go to school. Also list the political aspects that affect your family.

   c. Be prepared to discuss these lists with the class.

2. After the class discussion of the lists of economic and political factors, put your paper in the place designated by your teacher.

The students will explain that individuals are a product of their social system. (304) (V)

Secondary Social Studies
TITLE: Social Systems

TOPIC: Sociology
TIME SEGMENT: 1 class period

307-302 (304)
D

INSTRUCTIONAL OBJECTIVE:

The student will explain that individuals are a product of their social system.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

Texts, encyclopedias, etc.

EVALUATION:

Students will complete the activity on social systems and their effect on the individuals in the community to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough of the Student Information Sheet and the Student Activity Sheet so that each student may have one.
2. Establish a background for the following activity by assigning selected readings on social systems including the Student Information Sheet. This should be followed by a class discussion on social systems.
3. Have the students do the activities on the Student Activity Sheet.
4. After the students have completed the activity, take time in class to compare the students' analysis of their social system.

Skills:

307-825
307-827
307-850
307-856
307-875
307-876
307-877
307-879

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Social Systems	TOPIC: Sociology	Student Information Sheet	307-302 (304)

A social system is a way of organizing human relationships. Every society has various ways in which people relate. A social system includes ways people behave and ways they respond to others.

All of us are influenced by our social system. For example, for most people their family is a major social system. We learn how to behave in our families. Even at school or in other places, we behave in ways we were taught at home.

Other factors like religion, clubs, community, etc., also make up a part of a person's social system.

Secondary Social Studies TITLE: Social Systems	TOPIC: Sociology	Student Activity Sheet	307-302 (304)

To the student:

1. After you have read available material on social systems and discussed the information with your class, complete the following activities:

    a. On a separate piece of paper, make two lists. On one, write the name of your community and on the other the name of a much larger city. List factors in your community that make a social system. List the things that make up a social system in the larger community. Name five things that are the same and five things that are different.

    b. Ask three members of your class what makes their social system. Ask some adult the same question. Compare what different people say. Is there a difference in what people of different ages say?

    c. Explain what you think the social system in your area is. Compare with other students in the class through class discussion.

2. When you have completed the activity, put your paper in the place designated by your teacher.

The students will describe the contributions of women to Utah's development. (202) (V)

Secondary Social Studies

TITLE: Women in Utah

TOPIC: Sociology

TIME SEGMENT: 1 week

307-303 (202)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the contribution made by women to Utah's development.

MATERIALS:

Student Information Sheets
Student Activity Sheet
(Masters included)

Note additional references on this page

EVALUATION:

Students will write a 1-2 page paper about the contributions of a woman of their acquaintance. This shall be done to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt the activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Discuss with the class "What do women do?" The class should bring out the social, cultural, and economic contributions of women. The teacher might want to invite a successful woman to talk about her life with the class.

2. On the board, list these four categories: home life, artists, profession, politics. Discuss with the class women's specific contributions to these four areas.

3. Have the class read the Student Information Sheets. Explain that these focus on a few women earlier in Utah's history who made significant contributions to Utah's development.

Additional Reference:

Mormon Sisters edited by Claudia L. Bushman, Cambridge, Mass: Emmeline Press limited, 1976)

Burgess-Olson, Vicky Sister Saints (Provo: Brigham Young University Press, 1978)

Pearson, Carol Lynn The Flight and the Nest (Salt Lake City: Bookcraft, 1975)

Papanikolas, Helen The Peoples of Utah (Salt Lake City: Utah State Historical Society)

Various articles in Utah Historical Quarterly

Skills:

307-850
307-875
307-884

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Women in Utah	TOPIC: Sociology	Student Information Sheet Page 1	307-303 (202)

Mormon women moved into Utah in 1847. The Mormons wanted to establish an economy which was self-sufficient. To do this, all Mormons had to help. Brigham Young, who was president of the Mormon Church, told women to learn "the arts of domestic economy," so they could economize.

Brigham Young wanted them to make hats from straw and grass. He didn't want them to sell their crops to buy hats. Women in some towns organized to make their hats, bonnets, and clothing. The Relief Society, the Mormon Church's women's organizations, was reinstated. This helped women more systematically to aid the poor and produce items locally.

Relief Societies were also encouraged to establish and operate cooperative general stores. Beginning in 1869, many Relief Societies opened up stores. A very successful one was the Women's Cooperative Mercantile and Manufacturing Institution which opened in 1876 in Salt Lake City. This store sold dry goods, ladies' furnishings, knit underwear, children's wear, and other items. A dress-making department was also added. Other stores like this one were set up throughout the territory.

Silk Culture

Mormons soon were able to make wool and cotton clothing at the Provo Woolen Mills and other factories. The silk industry was a way for women to make cloth for their better dresses. Women could stay at home with their families and still produce needed products. In 1875 Mormon leaders asked Relief Society leaders to organize the women to manufacture silk. The Deseret Silk Association taught women about raising silk worms and imported the necessary equipment. Brigham Young donated cuttings from mulberry trees to all the sisters who would grow trees. Since the silk worms ate mulberry leaves, raising enough trees was crucial. By 1877, there were 5,000,000 silk worms in Utah.

Children were assigned to gather leaves for the worms. Women who were expert at reeling the silk taught others. Usually Relief Society members raised the worms in their homes. From an ounce of eggs, many worms grew. Some women had worms in every room of their homes. The worms had to be placed on clean trays each day. They needed to be protected from temperature change and ants, mice or pests.

When President Rutherford B. Hayes visited Salt Lake City, the Relief Society gave Mrs. Hayes a white silk collar. Relief Society also gave Susan B. Anthony a silk gown.

Grain - saving

Mormon women also saved grain. Each Relief Society was asked to gather wheat and save it for a day of need. The thousand of bushels of wheat proved very useful. Between 1898-1901, a severe drought hit Southern Utah. Relief Societies donated more than 2,000 bushels of wheat. After World War I, the Relief Society sold wheat to the United States Army to help people in Europe.

It is interesting to look at the statistics about professional women in 1890. Utah women were doing the following:

10.5 % were employed. (In the rest of the states, the national average has 17%.) Of the 10.5 % women who were working:

8.1 %	agriculture
10 %	professional service
49.4 %	domestic and personal service
7.6 %	trade and transportation
24.9 %	manufacturing and mechanical pursuits

Most Utah women were in their homes. Women also were artists, physicians, druggists, librarians, writers, publishers, nurses, boarding and lodging housekeepers, restaurant owners, (An example was Mrs. E.Houghton who ran the Women's Exchange that featured "first-class home cooking.") There were also hairdressers, laundresses, cooks, waitresses, and only one woman attorney. There was even a woman dentist. Records say, "Dentist Kate Buck was associated with her husband N.M. Buck, in the Happy Hour Dental Parlors on State Street." The largest number of women in a single occupation were domestics: housekeepers, janitresses, maids, chamber maids, dental attendants, hired companions, forewomen, salesladies, cashiers, clerks, bookkeepers, stenographers, telephone and telegraph operators, dress makers, seamstresses, tailors, factory workers, post mistress, typographers, manufacturers, printers, railroad engineers, brakemen, and cigar makers.

One of the interesting occupations was that of Mrs. J.B. Elliot. She was a medium, a person who tries to call up ghosts of those who are dead. A record said, "Mrs. J.B. Elliot offered her services as a medium at 129 West 2nd South in tandem with her husband, a magnetic healer."

Mrs. L.I. Bradley made "Bloom of the Lilies" soap. She said her product was "ideal for cleaning and beautifying the skin and also removed freckles." (p. 133)

Other manufacturers hired women to make various items from crackers to carpet to shoes to beer. In fact, the beer factory was managed by a woman.

In literary fields, Susa Young Gates was editor of the Young Woman's Journal. Emmeline B. Wells was editor and publisher of the Woman's Exponent. Both of these publications were affiliated with the Mormon Church.

Utah has produced some marvelous actresses and singers. One nationally known actress was Maude Adams. She almost grew up in a theatre because her mother was also an actress. Maude Adam's most famous role was "Peter Pan". She played Peter Pan all over the country. Once the Mormon Tabernacle Choir traveled to Brooklyn. Maude Adams was playing Peter Pan there. She got tickets to the play for the whole choir. At the end, the choir sang "Auld Lang Syne" to her.

Emma Lucy Gates Bowen was a famous opera singer. Her mother was Susa Young Gates, a writer and women's leader. Emma Lucy studied in London and debuted in Berlin. A third well-known artist was Maud May Babcock. The Babcock Theatre in the Pioneer Memorial Theatre was named for her. Miss Babcock worked at the University of Utah. She was an important person in getting a university theatre started there. She also taught a combination of physical culture and oratory.

Other Utah women (and men) were painters, craftsmen, and sculptors. Mrs. Alice Merrill Home was a patron of these visual arts. She especially liked painting. She bought a bigger home so she could turn part of it into a gallery. She often hung paintings in Salt Lake, Provo, and Ogden banks. These informal exhibits helped artists and taught the public about art. Utah still has many excellent artists today. These women do exhibits at galleries and art shows. There are also many excellent singers and other musicians.

Mageron was a Greek midwife. She, her husband and their family lived in the Magna area. Nick Mageron worked at the mines there. At the turn of the century, many emigrants lived near Magna. Many Greek, Italian, Austrian, and Slavic women who lived there liked Mageron. She was an excellent midwife. She helped women deliver their babies.

When Mageron came to a home, she warmed olive oil on the coal stove. She boiled cloths and kept water and baby blankets warm. Before she delivered a baby, she would cut her fingernails and scrub her arms and hands. Sometimes she helped company doctors deliver babies. They used rubber gloves and alcohol. Mageron started to use those, too. She wanted to keep everything clean to protect the mother and babies.

Mageron also was good at setting bones. Once her son was thrown from a horse. He was right in front of the Magna post office. Mageron had six people hold him down. She set his arm right there. Then she applied a cast. Her cast formula was powdered resin and egg whites with sheared wool. Then she bound his cast with cloth. The only anesthetic was whisky. Mageron would pour the left over whiskey on her hair. She believed whiskey made her hair strong and took away headaches.

Martha Hughes Cannon was a medical doctor as well as a wife and mother. She and her husband, Angus M. Cannon, Sr. were also interested in politics.

The Cannons lived in Salt Lake City in the early twentieth century. There was a great deal of political activity at that time. Utah had recently been made a state. Many people wanted to be state senators and hold other offices. Angus and Martha Cannon both wanted to be senators. They filed to run in the Sixth Senatorial District in Salt Lake County. There were ten candidates running for the district's five seats. Five candidates were Republican. One of them was Angus Cannon. Another was Emmeline B. Wells. She was one of Martha Cannon's friends. Five candidates ran on the Democratic-populist ticket. Martha Cannon was one of them.

Angus and Martha were not running directly against each other, but they wanted the same office. Mr. Cannon was a prominent church leader. He thought this would help him in the election. When the votes were in, Martha Cannon was one of the winners. All five Democrats had won. Martha had 11,413 votes; her husband pulled 8,742 votes. He got the most votes of the Republicans running. Dr. Martha Hughes Cannon became the first woman state senator in Utah.

Kate Y. Wenner Noble moved to Salt Lake City in 1880. Soon Mr. Wenner became a judge. He was very successful, and he and his family enjoyed their life. Mr. Wenner became ill, however, and was told he needed perfect rest. The Wenners decided to move to Fremont Island, an island in the Great Salt Lake. The Wenners sold their home and bought sheep. They became homesteaders on the island.

Kate's family and friends were horrified that she was living on the island. An old sailboat took Kate, her husband, Uriah, and their two children to the island. The lake was rough. It took three days to get there. When they arrived, they were covered with salt. Everyone was glad to walk on land.

Kate did not like the spiders and other insects. She put cotton in her children's ears when they were asleep to keep the spiders out and prevent them from waking to the early morning noises. After a month, the boat came to bring supplies. Kate had forgotten to bring a mirror; it was six months before she got one. An early explorer had built a shanty on the island. Kate papered this with magazine pictures and used the building for a kitchen. The family explored the island. They found Indian arrow heads. They also found a cross which had been carved on the highest point of the island.

Judge Wenner's health improved, so they decided to stay on the island. The sailboat crew brought over lumber and helped the Wenners build a house. Kate called it the Hut. The Wenners also brought horses, cows, chickens, a big wagon, and rams over. The men helped the Wenners build a two-story house. The household goods were also brought over. The Wenners' flocks increased, so the family bought a boat to carry their fleeces and lambs to the mainland.

The Wenner children had unusual pets. The son found an injured pelican. The daughter had several horned toads. When they went to the mainland after two years on the island, the children took their pets. People thought the Wenners looked very funny. The children had two Shetland ponies on the island. They rode them all over. They would ride to the shore and play all day. Their mother would teach them, though everyday. To call them back, Kate raised a flag on the house. That was the signal to return.

Kate Wenner and her family lived on the island for three more years. Judge Wenner had become a successful sheep man. His health failed, however, and he died in 1891. Kate Wenner took her family back to the mainland. She later remarried and moved away. When she died in 1943, her daughter took her ashes back to the island.

Elizabeth M. Sutton Cohen was an active community worker in Salt Lake City around the turn of the century. She was president of the Woman's Democratic Club from 1897 to 1902. She also belonged to the Salt Lake Parliamentary Club and other prominent women's groups. She was the secretary of the Utah Council of Women. This later became the League of Women Voters.

When Simon Bamberger was governor of Utah, Mrs. Cohen worked in state government. Congress had passed a law giving pensions to veterans of the Indian War. Mrs. Cohen was made commissioner of these pensions. She was responsible for helping people get their money.

Mrs. Cohen did many other important things. Probably the most significant thing she did, though, was work in the Democratic party. Mrs. Cohen was the first woman to be named as a delegate to the national political convention. This was the July, 1900, convention and William Jennings Bryant was named as the candidate. Mrs. Cohen was an alternative to the convention. One of the delegates could not serve, so she went in his place. Mrs. Cohen seconded the nomination of Bryant, the nominee, in a 55-word speech.

Mrs. Cohen moved to Park City in 1880 and then to Salt Lake City in 1892.

Secondary Social Studies TITLE: Women in Utah	TOPIC: Sociology	Student Activity Sheet	307-303 (202)

To the student:

1. Read Student Information Sheets. Through reading and class discussion you should have a good understanding of the contribution made by women to Utah's development.

2. Talk with your own women family members, neighbors, and friends. Find one woman about whom you can write a one to two page report. Write about the contributions this woman has made in any areas you have discussed

3. When you have completed this activity, put your paper in the place designated by your teacher.

The students will describe how each school district can and does determine to a great extent the nature, quality, and direction of its educational system.

Secondary Social Studies
TITLE: Local Control of the Schools

TOPIC: Sociology
TIME SEGMENT: 1 or 2 class periods

307-304 (410)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe how each school district can and does determine to a great extent the nature, quality, and direction of its educational system.

MATERIALS:

Student Information Sheet or transparency
Pattern for teacher use
Student Activity Sheet
(Masters included)

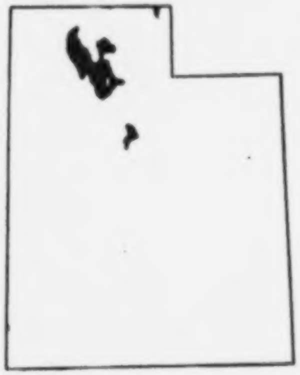
EVALUATION:

Students will describe in writing, to the teacher's satisfaction, the organization of a local school district and how each district determines the nature and quality of its educational system.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:



To the teacher:

1. Either duplicate enough Student Information Sheet so that each student in the class may have one, or make a transparency of the sheet to show.
2. Present the basic information on school district organization as contained on the Student Information Sheet.
3. Emphasis should be placed on election of local school boards and how this puts the decisions concerning education directly in the hands of local people with a direct interest in the quality of education.
4. The teacher should invite a local school board member or the local superintendent to talk to the class concerning the role of local boards of education in determining the quality of education.
5. Divide the class into two or three small groups. Discuss the following:
   a. What kinds of decisions do local school boards make?
   b. If people are unhappy with the local school system, what can they do to make their influence felt?
6. Allow time after small group discussions for reports to the class.

Skills:

307-827
307-850
307-875

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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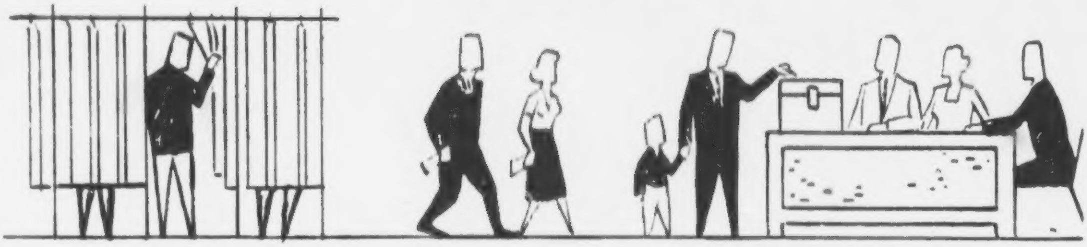
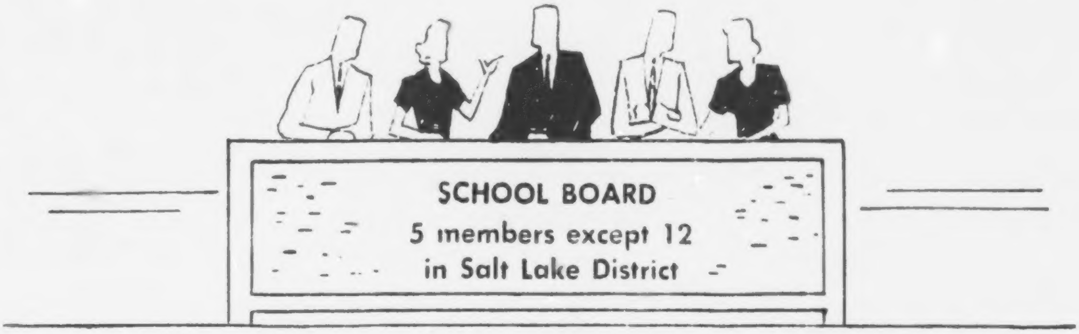
Secondary Social Studies
TITLE: Local Control of the Schools
TOPIC: Sociology
Student Information Sheet
507-304 (410)

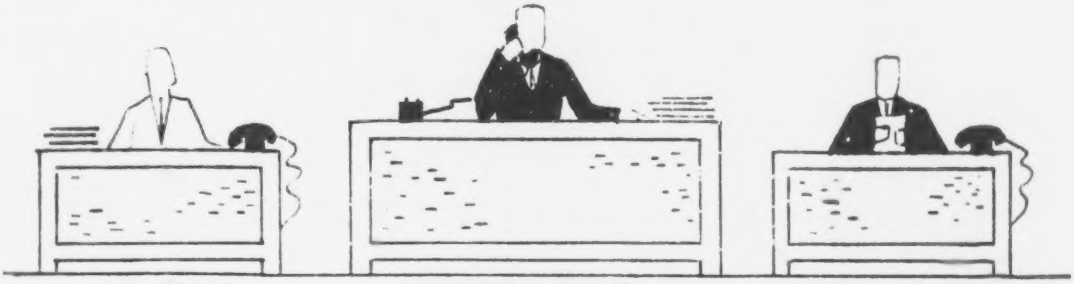
School District Organization In Utah



The people elect a district school board


SCHOOL BOARD
5 members except 12
in Salt Lake District

The School Board appoints District Officers

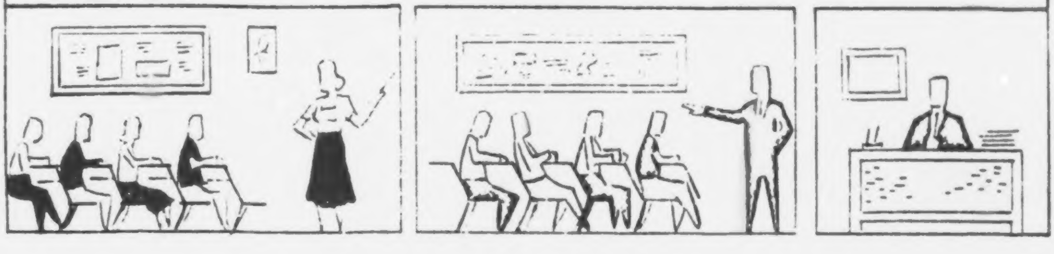


TREASURER

SUPERINTENDENT OF SCHOOLS

DISTRICT CLERK
Clerk is responsible to superintendent in most districts

Superintendent supervises local schools operated by principals and teachers



Secondary Social Studies TITLE: Local Control of the Schools	TOPIC: Sociology	Student Activity Sheet	307-304 (410)

To the student:

1. From your class discussion on the organization of school districts, and from the talk given your class by a local school board member or administrator, you should have a good understanding of how education is controlled locally.

2. You will be assigned to a small group for discussion. In your group, choose a scribe who will take notes of what is said and will report to the class at the end of your discussion. Discuss the following:

   a. What kinds of decisions do local school boards make?
   b. If people are unhappy with the local school system, what can they do to make their influence felt?

The students will list the three physiographic provinces of Utah: Colorado Plateau, Rocky Mountains, and Great Basin; and locate them on the map. (102)

Secondary Social Studies

TITLE: Lang Regions of Utah

TOPIC: Geography

TIME SEGMENT: 20-25 minutes

307-401 (102)

D

INSTRUCTIONAL OBJECTIVE:

The student will list the three physiographic provinces (land regions) of Utah: Colorado Plateau, Rocky Mountains, and Great Basin; and locate them on the map.

MATERIALS:

Student Information Sheets Pages 1, 2
Student Activity Sheets Pages 1, 2
(Masters included)

EVALUATION:

Students shall draw the boundaries of all three land regions of Utah on a map and label each one to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets so that each student in the class has a copy of each sheet.

2. Sufficient background for this activity should be given to the class before this activity is assigned.

Skills:

307-850
307-875

Evaluation and Comments on Activity:

Students: ________________________________

Teacher: ________________________________

Secondary Social Studies
TITLE: Land Regions of Utah
TOPIC: Geography
Student Information Sheet
Page 1
307-401 (102)

To the student:

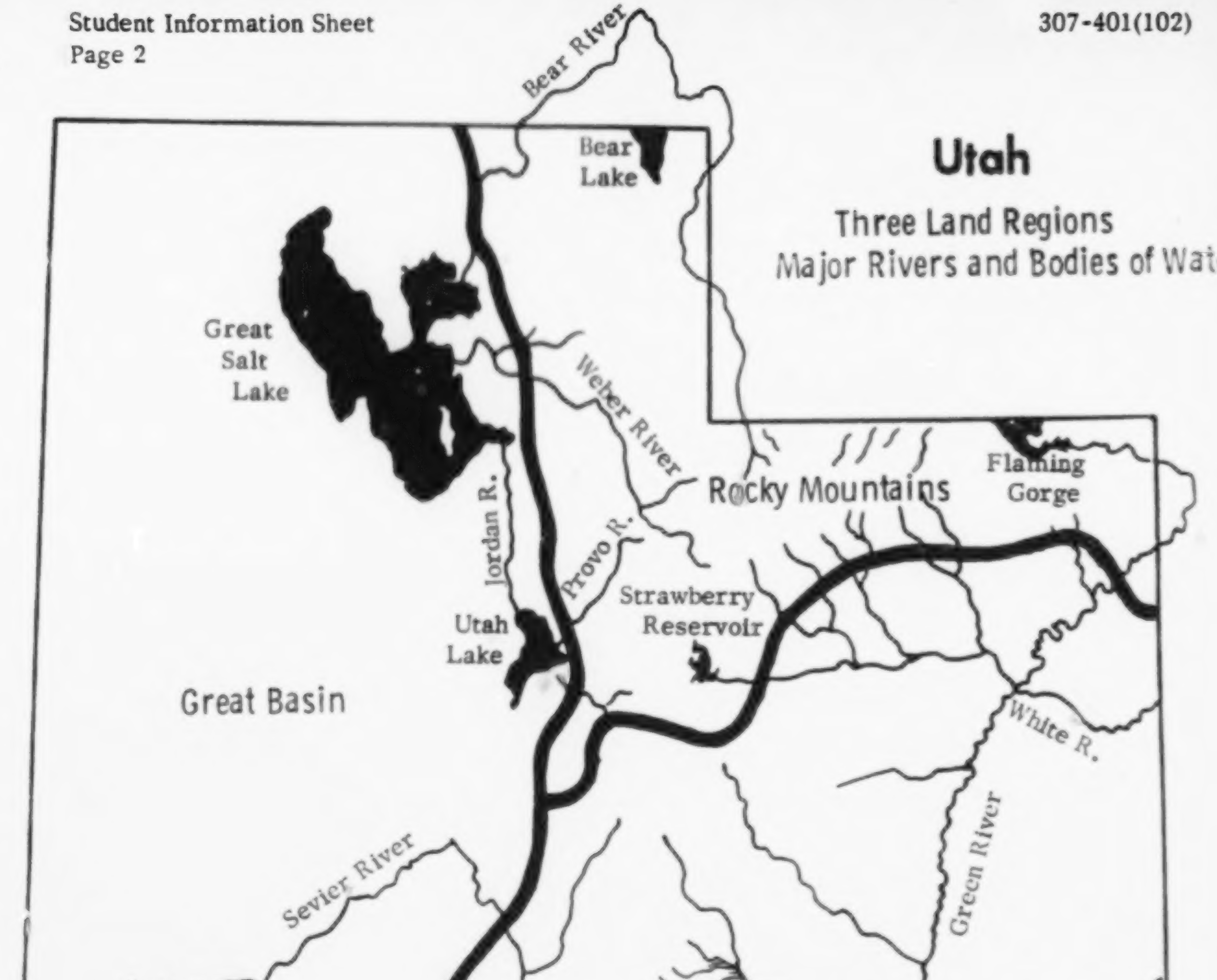
Your friend and his dad have a plane. They have asked you to take a flight over the state with them.

From the air you see that Utah is divided into three land regions. The western third is the Great Basin region. This area has three distinct parts. The Great Basin is a desert land. However, there is good soil and water along the eastern border. This narrow stretch of land is the home of more than three-fourths of Utah's people. Called "the Wasatch Front", this fertile strip lies along the base of the Wasatch Mountains.

Next you fly south and east over the Colorado Plateau. You find that there are three rather separate parts of this region. A large expanse of rolling plateau (high, flat table land) gradually becomes an area known as Canyonlands. Here you see colorful and unusual rock formations. You then fly to the Uinta Basin, the northern part of the Colorado Plateau.

As you fly over the rugged northeast corner of the state, you see two mountain ranges. The rounder Uinta Mountains run east and west. The Wasatch range, with its sharp peaks run north and south. These two mountain ranges make up the Rocky Mountain Region.

As the plane lands, you think about the three well-defined land regions of Utah: The Great Basin, the Colorado Plateau, and the Rocky Mountains.



Utah

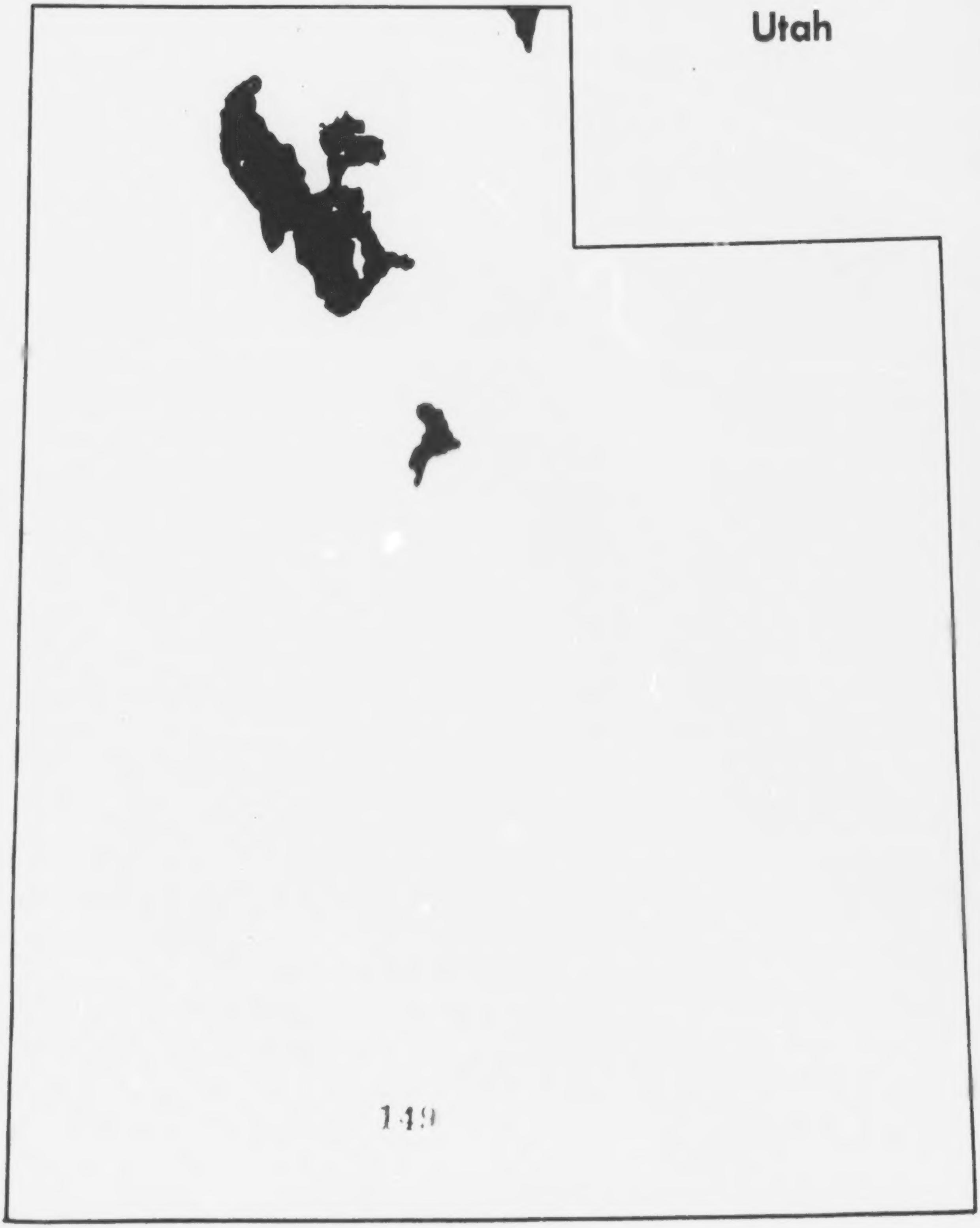
Three Land Regions
Major Rivers and Bodies of Water

Bear River
Bear Lake
Great Salt Lake
Weber River
Jordan R.
Provo R.
Rocky Mountains
Flaming Gorge
Strawberry Reservoir
Utah Lake
Great Basin
White R.
Green River
Sevier River
Sevier Lake (dry lake)
Colorado Plateau
Fish Lake
Colorado River
Lake Powell
San Juan River

Secondary Social Studies TITLE: Land Regions of Utah	TOPIC: Geography	Student Activity Sheet Page 1	307-401 (102)

To the student:

1. Read the Student Information Sheet.
2. Study Student Information Sheet that shows the boundaries of the land regions.
3. Be sure that you have Student Activity Sheet with the Utah map.
4. Write your name at the top of the sheet.
5. Draw the boundaries of Utah's land regions on the map and label them.
6. When you have finished this activity, put your work in the place designated by your teacher.


Utah

The students will locate on a map of Utah the following major rivers: Colorado, Green, Bear, San Juan, Virgin, Sevier, Provo, Weber, Jordan, and White. (102)

Secondary Social Studies

TITLE: Major Rivers of Utah

TOPIC: Geography

TIME SEGMENT: 20 - 25 minutes

307-402 (102)

D

INSTRUCTIONAL OBJECTIVE:

The student will locate, on a map of Utah, the following major rivers: Colorado, Green, Bear, San Juan, Virgin, Sevier, Provo, Weber, Jordan and White.

MATERIALS:

Student Information Sheet from which an overhead transparency shall be made.

Student Activity Sheet on which the major rivers may be labeled.

(Masters included)

EVALUATION:

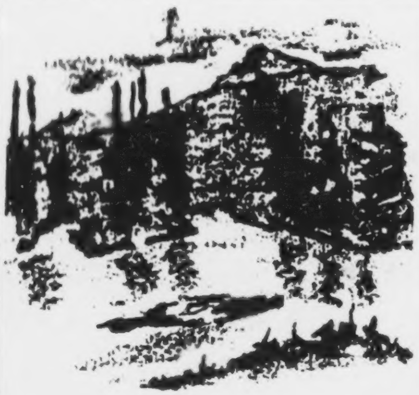
Students will demonstrate the ability to locate and label accurately on a map of Utah the major rivers of the state.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:

To the teacher:



1. Make an overhead transparency of the Student Information Sheet.
2. Give each student the Student Activity Sheet.
3. Show the transparancy.
4. Using the projected map, locate the following major rivers: Colorado, Green, Bear, San Juan, Virgin, Sevier, Provo, Weber, Jordan and White.
5. Have the students label the rivers on their maps and put them in the designated place.

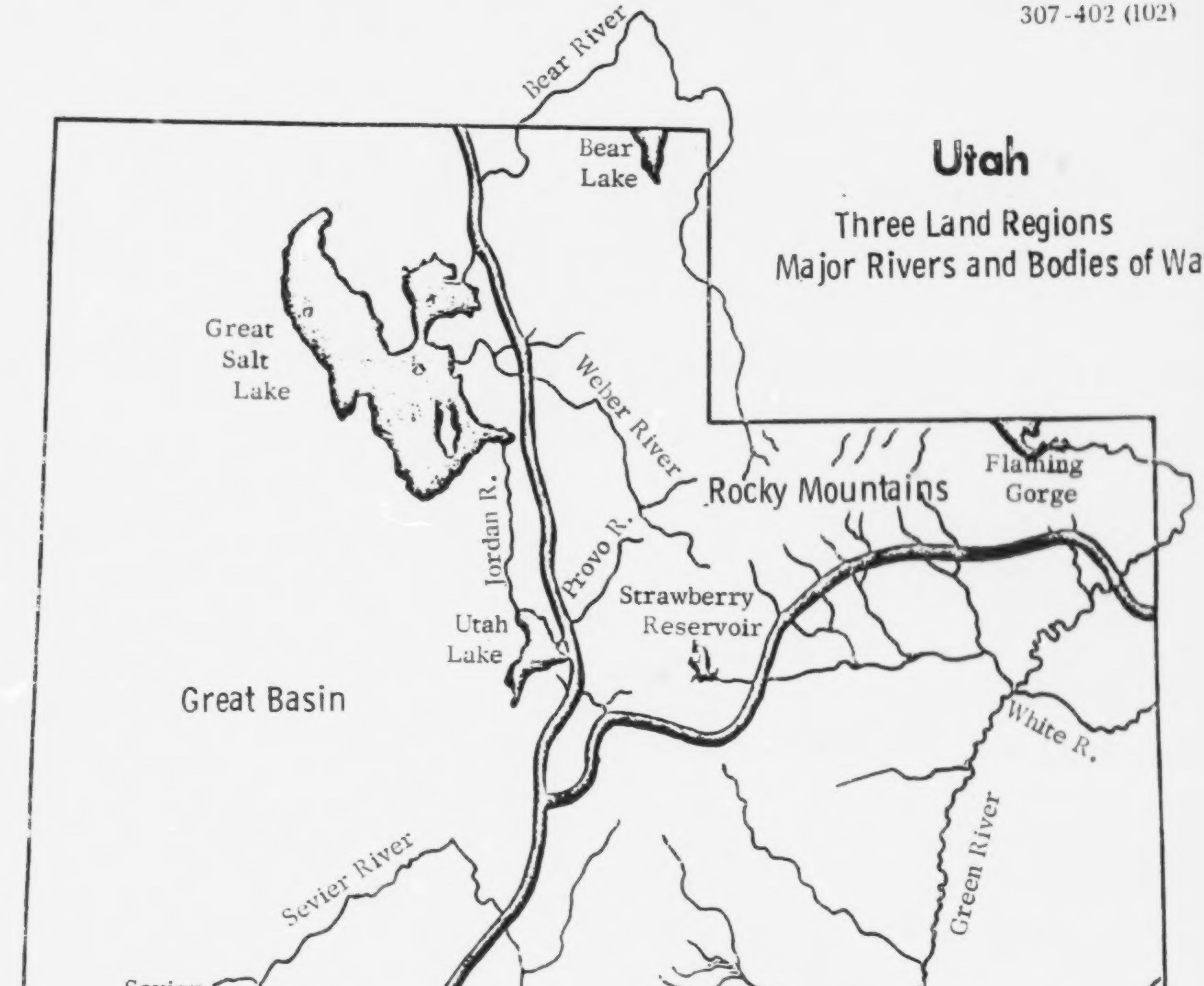
Skills:

307-855
307-875

Evaluation and Comments on Activity:

Students: ______________________________

Teacher: ______________________________



Utah

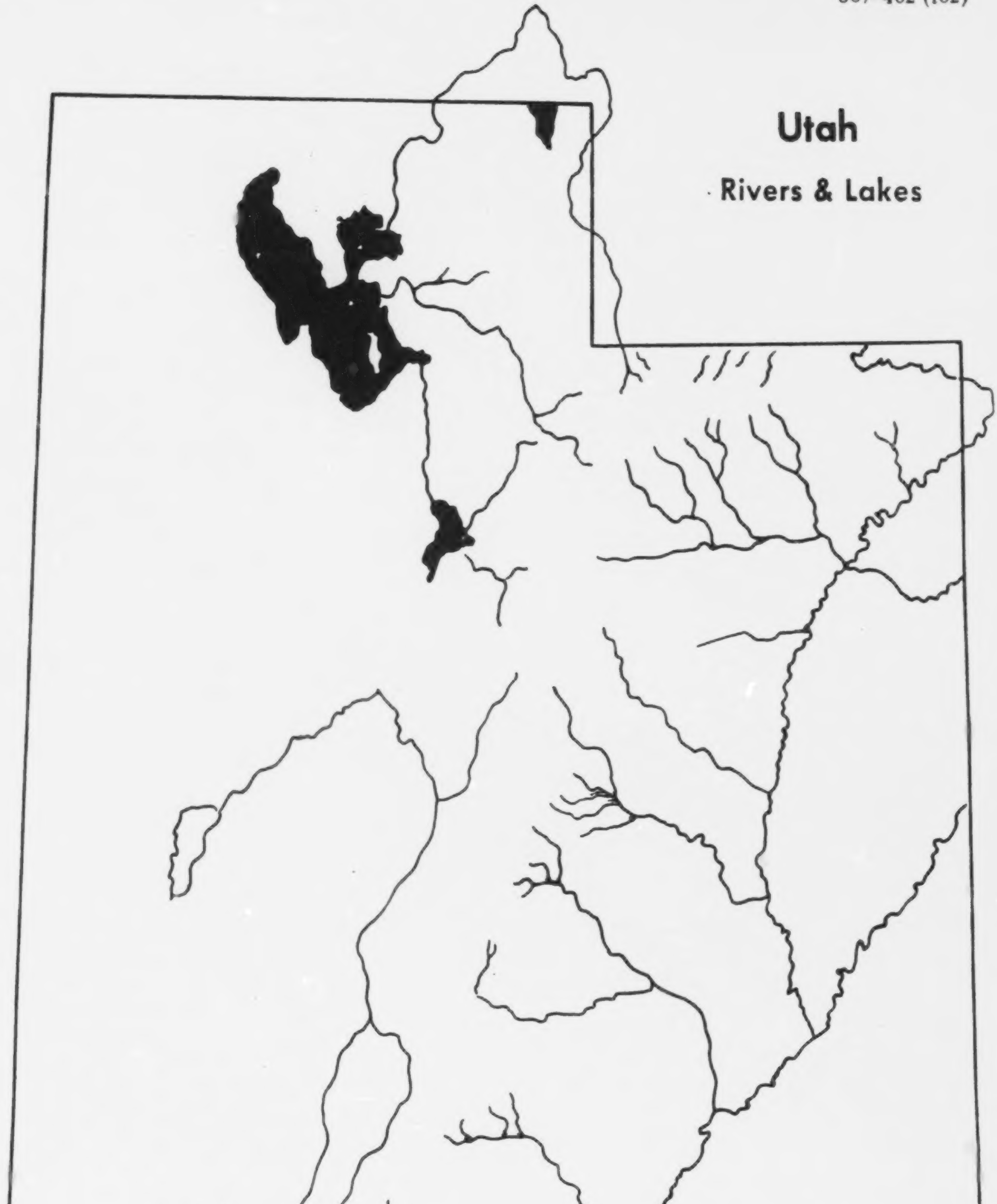
Three Land Regions
Major Rivers and Bodies of Wate

Bear River
Bear Lake
Great Salt Lake
Weber River
Rocky Mountains
Flaming Gorge
Jordan R.
Provo R.
Strawberry Reservoir
Utah Lake
Great Basin
White R.
Green River
Sevier River
Sevier Lake (dry lake)
Colorado Plateau
Fish Lake
Colorado River
Lake Powell
San Juan River

307-402 (102)

Utah

Rivers & Lakes



157

The students will locate on a map of Utah the following major mountain ranges: Wasatch, Uinta, Oquirrh, and Manti-LaSalle. (102)

Secondary Social Studies

TITLE: Mountain Ranges of Utah

TOPIC: Geography

TIME SEGMENT: 1st day: 10 min. Report Day: 20 min.

307-403 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will locate on a map of Utah the following major mountain ranges: Wasatch, Uinta, Oquirrh, and La Sal.

MATERIALS:

Student Information Sheets Pages 1-4
Student Activity Sheet (masters included)

EVALUATION:

Students shall locate on a map to the teacher's satisfaction the major mountain ranges of Utah.

ADAPTATIONS:

Additional reports could be made on some of the other mountains and mountain ranges of the state.

PROCEDURE:

To the teacher:

First day: Make a transparency of Student Information Sheets showing the map and mountain ranges of Utah. Assign reports on four mountain ranges in Utah to be given in two days: Wasatch, Uinta, Oquirrh, and La Sal. (Give the Student Information Sheet to the students that are assigned the report.) The reports should be short, approximately two minutes long. Each reporting student should be prepared to direct the class in part of this activity. He should point out to the class the location on the projected transparency of the mountain range on which he is reporting and give the directions for their work on the worksheet.

Second day: Give each student Student Activity Sheet. Project the Utah map transparency. Have the reports from the students. Each one should locate the range about which he is speaking on the projected map before he gives the report. He should, after his report, tell the class to draw a few representative peaks on their worksheet maps indicating the location of the mountain range. The students should put the name of the range by the peaks.

The teacher should explain to the class that these four mountain ranges are not the only mountains in Utah. There are many mountains and mountain ranges in the state, often with imposing altitudes. (Haystack Peak, 12,101 ft. in the Deep Creek Range on the Nevada border; Mt. Ellen, 11,615 ft., and Brian Head, 11,307 ft., east of Cedar City are a few.) The students should receive the correct impression of the mountainous nature of Utah's terrain.

Skills:

307-851
307-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Mountain Ranges of Utah	TOPIC: Geography	Student Information Sheet Page 1	307-403 (102)

The Wasatch Mountains

Each year dozens of people climb to the top of Lone Peak at the south end of Salt Lake Valley. From there, they can see where most of the people in Utah live. Three-fourths of the population of Utah lives along the base of the Wasatch Mountains. A chain of cities and towns runs from Brigham City to Nephi. You have probably heard the television news people call this strip of land "the Wasatch Front." If it were not for the Wasatch Mountains that catch and store water, Utah might find it difficult to support the population that it does.

The Wasatch Mountains run north into southern Idaho and south to Mt. Nebo. The length of the range is nearly 200 miles. Mt. Nebo, east of Nephi, at 11,877 ft. is the tallest mountain of the Wasatch. Timpanogos, 11,750 ft. and Provo Peak, 11, 068 ft. are in Utah County. East of Salt Lake Valley lie several tall peaks. Lone Peak is 11,253 ft. Twin Peaks rise 11,319 ft. Mount Olympus is more than 9,000 ft. Sharp Mountain and James Peak east of Brigham City are also above 9,000 ft. Naomi Peak and Doubletop Mountain can be found west of Bear Lake. These peaks rise nearly 10,000 ft. in the air.

During the formation of these rugged mountains, narrow valleys were created. Cache, Morgan, and Heber Valleys are of this type. The soil in the valleys surrounding the Wasatch range is fertile. Some of the best farmland in the state is found here.

The snow that falls in the canyons of the Wasatch range has an unusual texture and dryness. It makes the skiing there some of the best in the world. Hunting, camping, fishing, boating, and hiking are other recreational activities that the Wasatch range makes possible.

Especially during the early times of Utah, the Wasatch Mountains provided stone and wood for building.

"Wasatch" is an Indian word for "mountain pass."

The Uinta Mountains

Would you like to know what it feels like to stand on ground north of the Arctic Circle? Would you like to see what kinds of things grow there? You can do that right here in Utah above the timber line.

The timber line is the imaginary line above which trees will not grow. The far north and the high mountains of Utah have similar cold conditions that prevent tree growth. Above the timber line in both Alaska and Utah, tundra grows. Tundra is made up of mosses, lichens, small flowers, and grasses.

The Uinta Mountains have more tall peaks than any other range in the state. King's Peak at 13,528 ft. is the highest point in Utah. Mt. Emmons at 13,428 ft. and Gilbert Peak at 13,422 ft. nearly tie for second place. Two other peaks above 13,000 ft. are Mt. Lovenia and Tokewanna Peak. The Uintas have many other peaks over 12,000 ft.

It is rare for a mountain range in the United States to run east and west. The Uintas are the highest range in the country to lie in this direction. Named after an Indian tribe, the Uinta Mountains are found in the northeast part of the state. They stretch from the Colorado border 130 miles west to the Wasatch range. The Uintas vary from forty to fifty miles wide.

These mountains are one of the state's fine recreation lands. A part of the range has been declared a primitive area. No vehicles with motors are allowed there. Many people go into the Uintas to hike, camp, fish, and cross-country ski. Scores of small lakes can be found through this high country.

Water from these mountains is vital to those who live in the Uintah Basin. Some of this water is also used by towns on the Wasatch Front.

The La Sal Mountains

You probably know that there is a Salt Lake in Utah. Did you know that there are "salt" mountains too? These mountains are the second highest mountain range in the state. Perhaps you know them by the name of La Sal Mountains. "La Sal" is Spanish for "the salt." The Spanish people who first traveled this area named them "La Sal" because the snow-capped peaks looked like salt.

The name should tell you who explored these mountains in early times. The Old Spanish Trail wound its way from Colorado through the La Sals. In the early days of the west, Spanish traders used this trail. You will find these mountains on the Utah map near the Colorado border, east of Moab. Mt. Peale, the highest peak in the range, rises 13,087 ft.

Big ranches are found in the La Sals. The high mountain grasses provide food for the cattle that are run in large herds.

The mountains are one of the fine hunting grounds in the state.

The Oquirrh Mountains

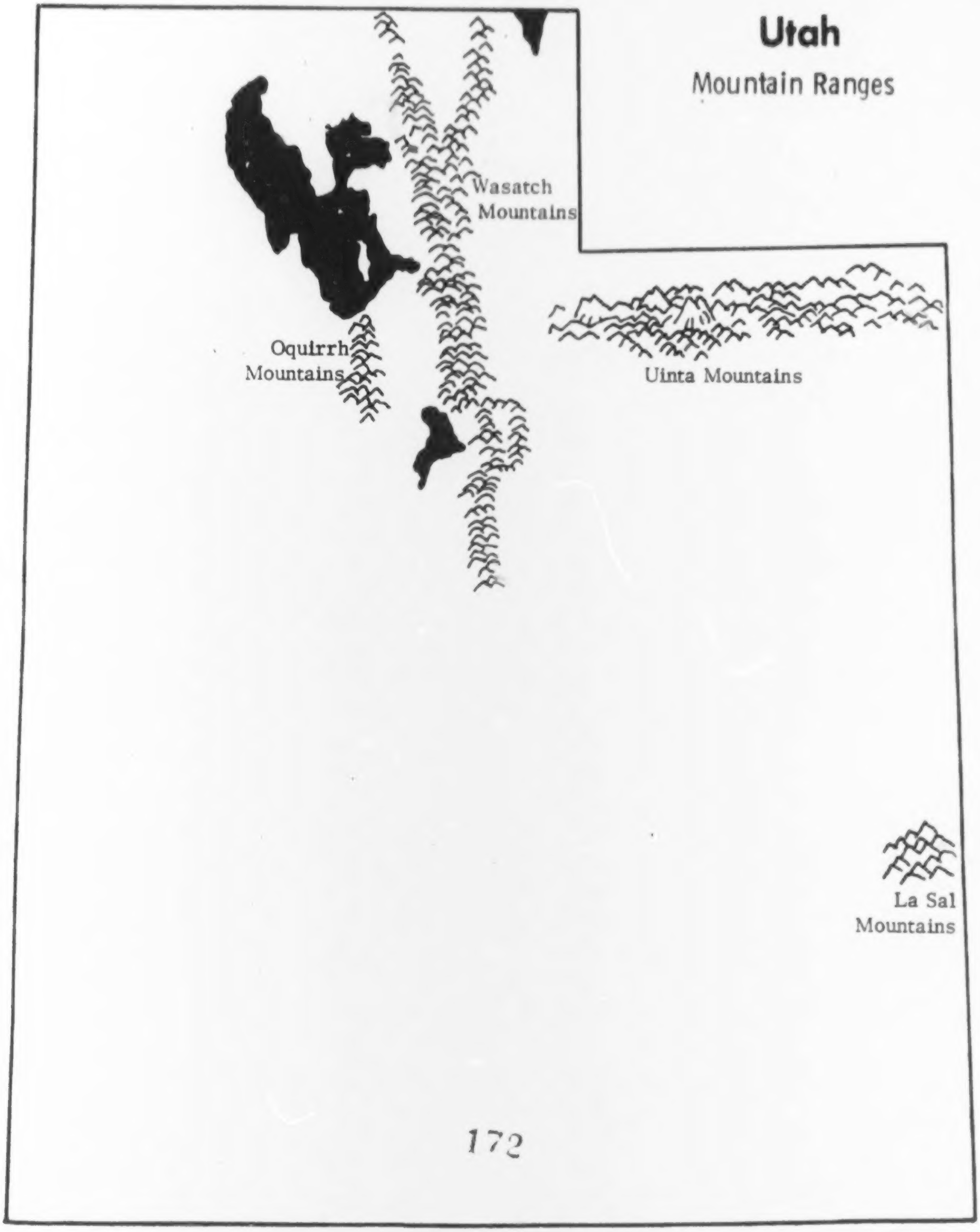
Would you like to have watched while a mountain range was being pushed up? Perhaps you are thinking that it would be great--from a distance. Can you imagine what was going on inside the earth during this time? An interesting thing happened when the Oquirrh Mountains were being forced up. A great mass of hot liquid metals was thrust up from down in the earth. Gold, silver, copper, lead, and zinc were in the mass. The metal ores cooled and hardened in the under-layers of the mountains. These minerals have become an important part of Utah's wealth. They are all mined in the Oquirrhs. This range is best know, though, for the copper ore. The Kennecott open-pit mine is said to be the largest mine of its kind in the world.

The Oquirrh Mountains lie on the west side of Salt Lake Valley. From there, they stretch south along the west side of Utah Lake. The length of the Oquirrhs is about 35 miles.

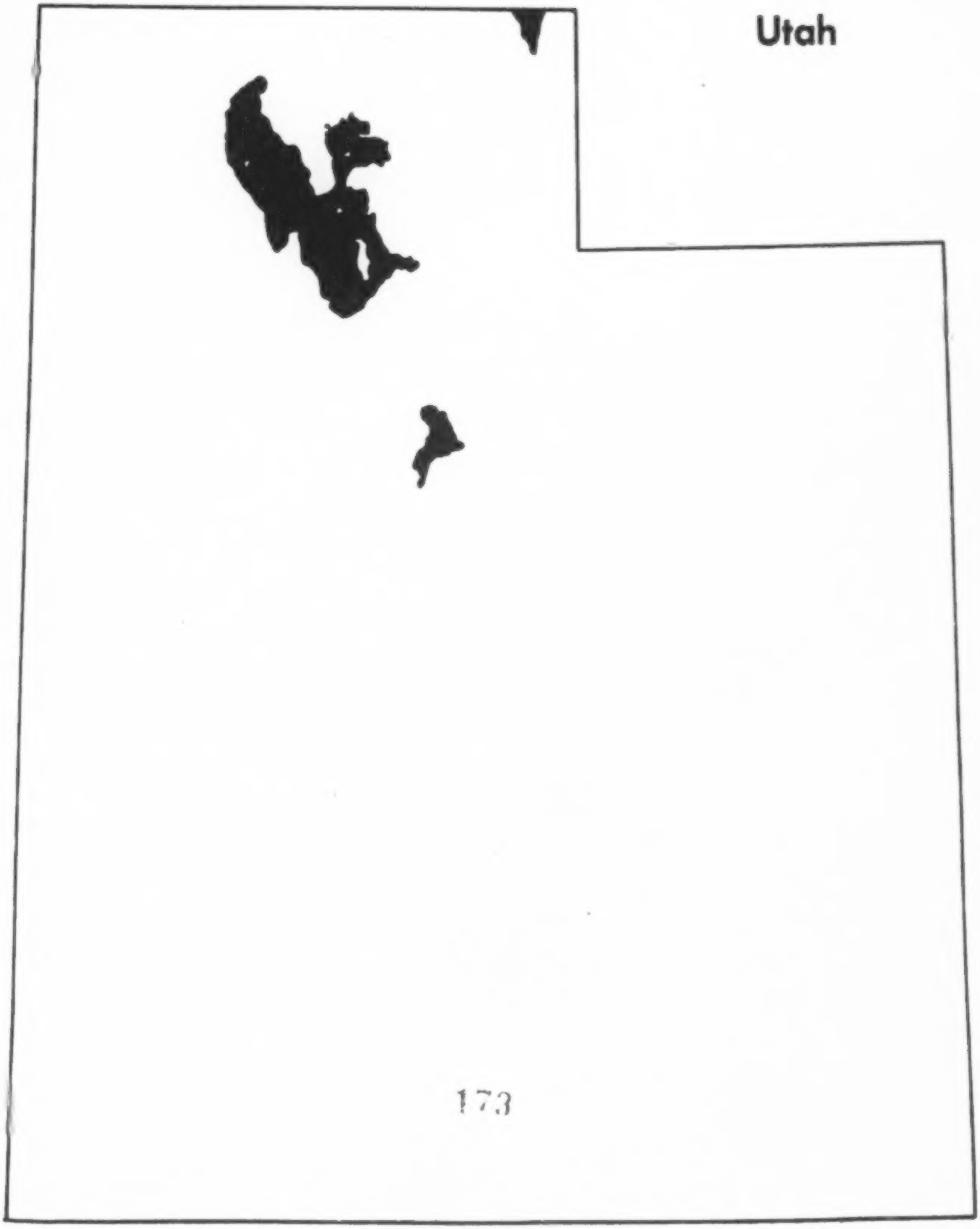
The Oquirrh Mountains (continued)

"Oquirrh" is an Indian word. It means "shining mountain." It is doubtful that the Indians who lived in the area knew the ores that made shining metals lay in the mountains. It is more likely that the name had something to do with the effect of light on the Oquirrhs. Whatever the basis of the term, though, the range was well-named.

In pioneer times, timber was harvested from Oquirrhs for building and fuel.


Utah
Mountain Ranges
Wasatch Mountains
Oquirrh Mountains
Uinta Mountains
La Sal Mountains

Student Activity Sheet



The students will locate on a map of Utah the following major bodies of water: Great Salt Lake, Utah Lake, Bear Lake, Lake Powell, Fish Lake, Flaming Gorge, Sevier Lake (dry lake), and the Strawberry Reservoir. (102)

Secondary Social Studies

TITLE: Major Bodies of Water in Utah

TOPIC: Geography

TIME SEGMENT: 25-35 minutes

307-404 (102)

D

INSTRUCTIONAL OBJECTIVE:

The student will locate on a map of Utah the following major bodies of water: Great Salt Lake, Utah Lake, Bear Lake, Lake Powell, Fish Lake, Flaming Gorge, Sevier Lake (dry lake), and the Strawberry Reservoir.

MATERIALS:

Utah study map
Student Activity Sheets Pages 1, 2
(Masters included)

EVALUATION:

The student shall indicate on a map of Utah the major bodies of water of the state to the teacher's satisfaction.

ADAPTATIONS:

This activity may be used as a class activity if copies of the encyclopedia material are available for everyone who needs one.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheet and Student Activity Sheets so that each student will have one.

2. Background for this activity should be established.

NAVAJO
LAKE

Skills:

307-855
307-856
307-876
307-879

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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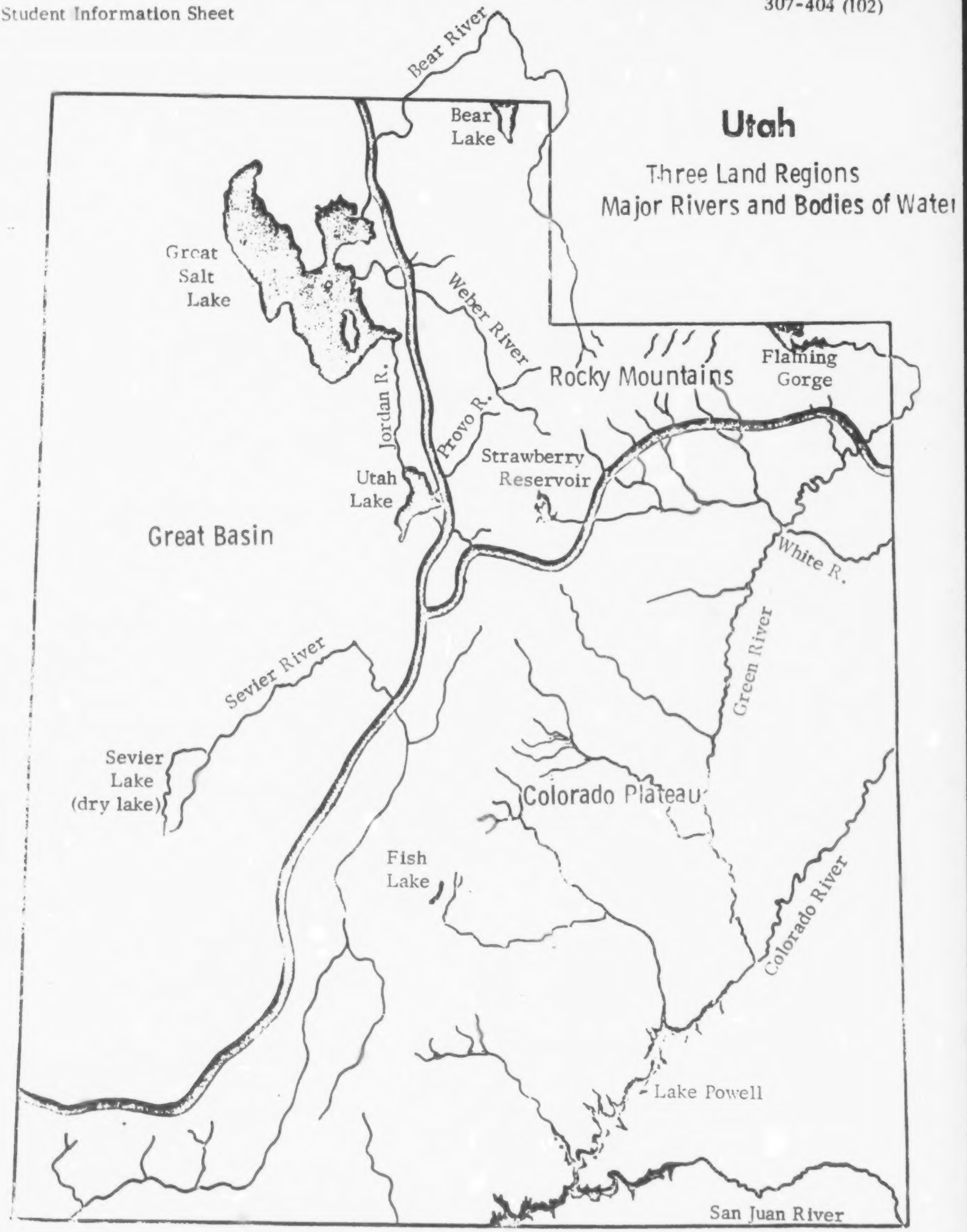
Secondary Social Studies **TITLE:** Major Bodies of Water in Utah	TOPIC: Geography	Student Activity Sheet Page 1	307-404 (102)

To the student:

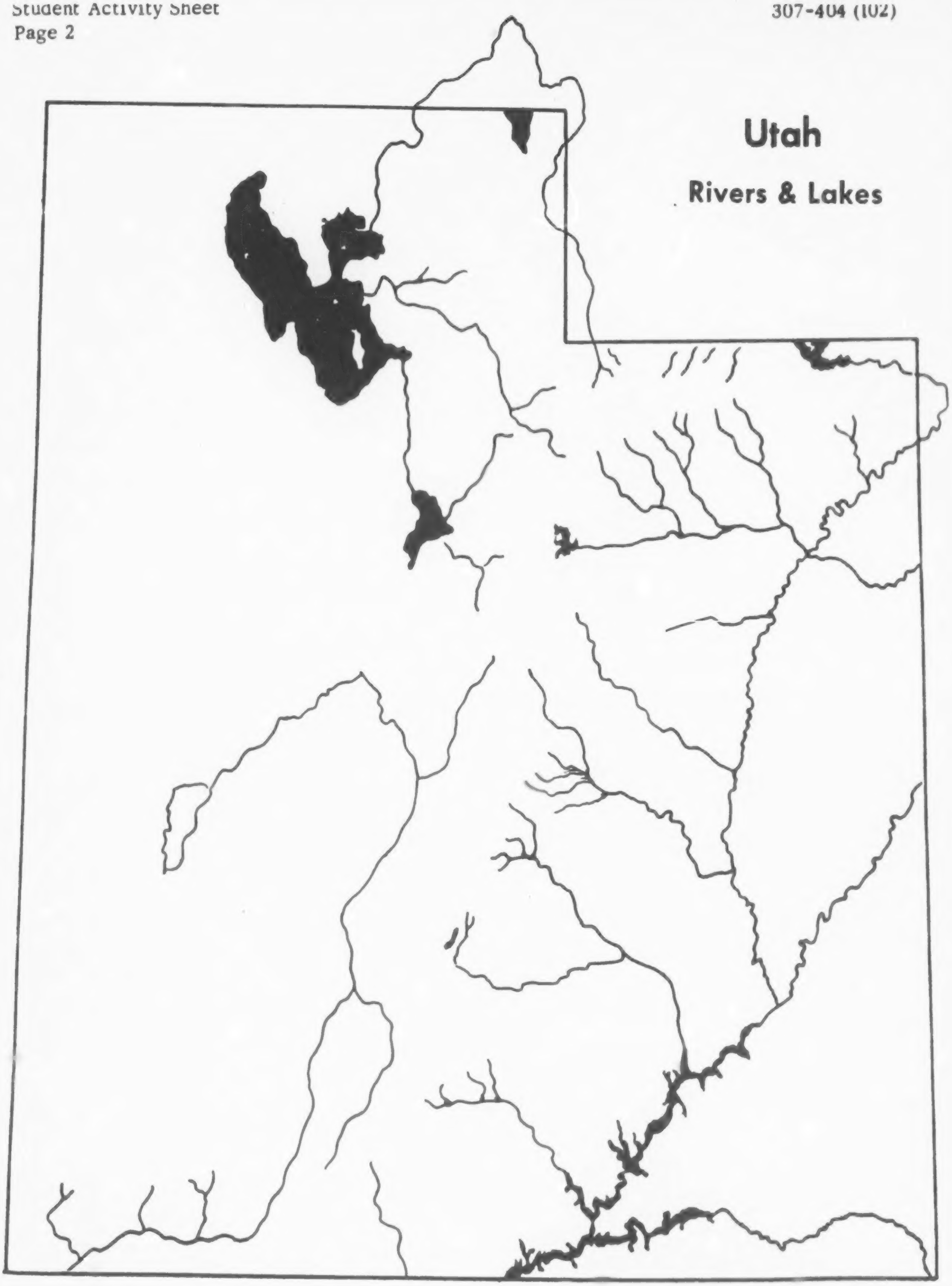
1. Study the Utah map.
2. Note the major bodies of water.
3. Have worksheet with map of Utah.
4. Write your name at the top of the sheet.
5. Find and label these bodies of water: Great Salt Lake, Utah Lake, Bear Lake, Lake Powell, Fish Lake, Flaming Gorge, Sevier Lake (dry lake), and the Strawberry Reservoir.
6. On a separate piece of paper, write a short paragraph (4 to 6 sentences) about one of these bodies of water that you have seen. Or, using the encyclopedia, write a short paragraph (4 to 6 sentences) about the Great Salt Lake.
7. When you have completed this activity, put your papers in the place designated by your teacher.



Utah

Three Land Regions
Major Rivers and Bodies of Water

Bear River
Bear Lake
Great Salt Lake
Weber River
Rocky Mountains
Flaming Gorge
Jordan R.
Provo R.
Strawberry Reservoir
Utah Lake
Great Basin
White R.
Green River
Sevier River
Sevier Lake (dry lake)
Colorado Plateau
Fish Lake
Colorado River
Lake Powell
San Juan River


Utah
Rivers & Lakes

The students will describe the factors which combine to produce Utah's climate. (103)

Secondary Social Studies

TITLE: The Climate of Utah

TOPIC: Geography

TIME SEGMENT: 30 - 40 minutes

307-405 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the factors which combine to produce Utah's climate.

MATERIALS:

Information Sheet	Pages 1,2
Student Activity Sheet	Pages 1,2

(Masters Included)

EVALUATION:

Students will be able to describe in writing, to the teacher's satisfaction, the factors which combine to produce Utah's climate.

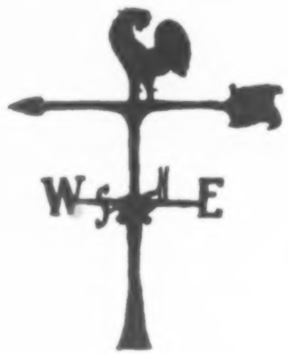
ADAPTATIONS:

This activity could be done as a mock TV weather broadcast. A "weather man" could report the weather conditions given on the instruction sheet. Seven students could each be assigned to give the reasons behind the weather. A test for all students would check on their ability to describe the climate factors.

PROCEDURE:

To the teacher:

1. This activity should be done following reading and classroom discussion on the climate of Utah.
2. Assign the activity.
3. Duplicate enough Student Information Sheets and Student Activity Sheets for your class.



Skills:

307-850
307-853
307-854
307-855
307-856

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: The Climate of Utah	TOPIC: Geography	Student Information Sheet Page 1	307-405 (103)

Perhaps you have seen the palm trees that grow in St. George. Perhaps too, you have seen the alpine tundra that grows high in Utah's mountains. If you have seen these, you probably realize that Utah does not have just one climate. The state has such varied land forms and elevations that there are many climates in the state.

The state has been divided into seven climatic regions by the U. S. Weather Bureau. Each region is affected by factors that make its climate different from the climates of the other regions.

Many factors go into making up a climate. Here are five main factors and their effects that help make Utah's climate what it is:

1. Factor: Distance from equator. Effect: The angle of the sun's rays is more direct in southern Utah than in the northern part of the state. For this reason, the temperature in southern Utah will be 6° F. to 8° F. warmer than a spot at the same elevation in northern Utah. For each degree in latitude away from the equator, there is a cooling of 2° F.

2. Factor: Elevation above sea level. Effect: For each 1000 feet in altitude the temperature is 3° F. cooler. This is due to thinner atmosphere.

3. Factor: Location of the state with respect to average storm paths over the Intermountain region. Effect: in general, the north and west parts of Utah get the heaviest precipitation in the winter and spring months. Pacific storms come in along the jet stream and drop the moisture, mostly in the form of snow, in this area. This region is rather dry during summer. In general, the south and east parts of Utah get the most moisture in the summer months. Warm, moist air from the Gulf of Mexico drifts up into Utah. Big thermal low pressure areas that move clockwise bring the moist air masses.

4. Factor: Distance from principal moisture sources of the region. Effect: The distance of Utah from the Pacific Ocean (500 miles) and the Gulf of Mexico (900 miles) affects the amount of moisture that the clouds carry into the state. The areas that the storms must cross before they reach Utah have physical features that "squeeze" moisture from the clouds. There is less moisture to fall when the storms get to Utah.

5. Factor: The Sierra Nevada, Cascades, and Rocky Mountains. Effect: The Sierra Nevada Mountains run north and south in California. The Cascade Range goes north from California up to Canada. These mountains

collect much of the moisture that the Pacific storms bring in. The warm, wet air moves inland and rises to go over the mountains. Like a sponge being squeezed, the clouds cool and the moisture is "squeezed" out. Usually then, the clouds that come into Utah have had come of the moisture taken out of them, and the air is rather dry. If Utah were flat, the clouds might move across the state without dropping any moisture. The Rocky Mountains, though, are moisture catchers. The Rocky Mountains in Utah are the Wasatch and Uinta ranges. As the clouds rise to go over these mountains, they are "squeezed" once more. The heaviest preciptation in the state falls in these mountains. The Rockies add greatly to the altitude. The Rockies also keep out arctic air masses. For this reason, long periods of extreme cold are rare in Utah.

Secondary Social Studies TITLE: The Climate of Utah	TOPIC: Geography	Student Activity Sheet Page 1	307-405 (103)

To the student:

1. From your reading and class discussion, you should have a good understanding of the climate of Utah. Your reading should include Student Information Sheet.

2. Complete the activity.

3. When you are finished, put your papers in the place designated by your teacher.

You are the TV weather man on Channel 3. You must report to the viewing audience, at various times of the year, the following weather conditions. There are times that you tell your audience the reasons for the current weather. At times, you just report the weather. Even if you do not give the reasons on the air, you must know why the weather conditions are the way they are.

Read the following weather conditions. Answer the questions on a separate piece of paper.

1. It is the second week in January. You advise the stockmen and travelers that a big storm is expected to hit during the night. A mass of cold, wet air is moving in from the northwest. Describe the climate factor that is the cause of the storm.

2. It is the 24th of July weekend. Lake Powell is expecting a record crowd. Heavy winds and rain are expected on Saturday afternoon in that area, so you will have to caution the boaters. Which climate factor is creating this condition?

3. The air over Utah is very stable on this cloudless, mild, October day. The temperature in Pintura, which is close to Zion National Park in southern Utah, is 78° F. Within two degrees, what will the temperature be in Cache Valley near the Idaho border at the same elevation. Why?

4. Park City and Brighton Ski Resort have both reported 15 inches of new powder snow. Utah often has snow at the ski resorts that some skiers consider the best in the world. Its texture is unusual, and the

moisture content is low. It is perfect "powder". Describe the factor that produces Utah's powder snow.

5. You read the precipitation charts for the year. You see that Snowbird Ski Resort above Salt Lake had a total of 42 inches of precipitation. Just west of the Jordan Narrows, by the Point of the Mountain, the Precipitation was six inches for the year. These two spots are just twenty miles apart. How do you account for the difference?

6. You are reporting the temperatures from around the state. St. George, at 2,100 ft. has a record 101° F. for this particular day. The air over that corner of the state is fairly stable. No one is on top of Brian Head, 11,307 ft. and 58 miles away, to record the temperature. You think that you can calculate it fairly closely, though. Within a degree or two, what is the temperature on Brian Head? Why did you calculate it that way?

7. You show the national weather map on television. You point out a mass of arctic air with heavy snow. The mass follows a line diagonally down through the middle of Montana, Wyoming, and Colorado. The storm is entirely east of this line, and Utah was not touched by it. Why?

The students will chart the major elevations of Utah: high peaks (over 8,000 ft.), upper mountains (6,500 ft.), lower mountains (5,000 ft.), foothills (4,000 ft.), grasslands and deserts (3,000 ft.), and water courses. They will also describe the typical vegetation found at each level. (103)

Secondary Social Studies TITLE: Elevations of Physical Features and Vegetation of Utah	TOPIC: Geography TIME SEGMENT: 30 - 40 minutes	307-406 (103) D

INSTRUCTIONAL OBJECTIVE:

The students will chart the major elevations of Utah: high peaks, upper mountains, lower mountains, foothills, grasslands and deserts, and water courses. They will also describe the typical vegetation found at each level.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet Pages 1-3
(Masters included)

EVALUATION:

Students shall be able to chart some of the major elevations of Utah including high peaks, upper mountains, lower mountains, foothills, grasslands and deserts, and water courses. They shall also describe the typical vegetation found at each level. This shall be done to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. This activity should be done following reading and class discussion of the elevations of physical features and vegetation of Utah.

2. Duplicate enough Student Information Sheets and Student Activity Sheets for the class and assign the activity.

Skills:

307-850

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies Elevations of Physical TITLE: Features and Vegetation of Utah	TOPIC: Geography	Student Information Sheet Page 1	307-406 (103)

Vegetation of Utah

Have you ever stood in wild grass that grew up past your waist? If you had been one of the early explorers, you could have done this in Utah. The valleys and high plateaus were thick with native bunch grass. The settlers found that the grass was ideal for grazing. Unfortunately, the land became overgrazed. Other vegetation replaced the bunch grass. At times, the change was by accident, and at times by design.

A grass called June grass or cheat grass grows wild now in much of the state. June grass has replaced the bunch grass, but it is not very good for grazing. The June grass is a fire hazard, too, when it's dry. Sagebrush and juniper, as well, have replaced overgrazed grasslands.

Farms, of course, have been purposely planted with other than native vegetation. Farm crops have long since replaced the plants that grew wild on current farm lands.

Only in a general way is the vegetation of Utah today like the growth of pre-settler times. Generally, the vegetation is determined by elevation and land forms. There are hundreds of kinds of trees, shrubs, and grasses in the state, and growing patterns are complex. The vegetation zones that are outlined, then, are just roughly true.

At the lower levels, 2,100 to 7,500 ft., valleys most often have some small shrubs, many grasses, and small non-woody, or herbaceous plants. Vegetation at these levels includes wild grasses such as rice grass, wild oats, June grass, and salt grass. Found there, too, are sagebrush, salt brush, greasewood, rabbit brush, and black brush. By the sides of streams, willows and cottonwoods may be found. Where there is enough moisture, there will be scrub oak, sumac, native maple, pinion pine, and cedar or juniper.

Around 7,500 ft. and roughly 1,000 ft. above is an area that, by degrees, becomes a zone of tall trees. In this transition area are found pinion and juniper. Where moisture permits, herbaceous plants are found.

In the high elevations, 7,500 ft. to the tree line (which is about 10,500 ft. in Utah), grow aspen and the tall evergreens. Lodgepole, bristlecone, ponderosa, yellow pines, Douglas fir, spruce, and alpine fir are found in this zone.

Above the tree line are low grasses and herbaceous plants once more. This type of growth is called alpine tundra.

Physical Features of Utah	Elevations (ft.)
Topaz Mountain	7,046
Kings Peak	13,528
Antelope Island	6,596
Uinta Basin	5,300
Mt. Peale	12,721
Virgin River at St. George	2,454
Sevier Desert	4,575
Little Drum Mountains	6,000
Salt Lake Valley Foothills	5,500
Mt. Timpanogos	11,750
Escalante Desert	5,500
Great Salt Lake	4,202
Book Cliffs	6,000
San Francisco Mountains	9,660

Secondary Social Studies Elevations of Physical TITLE: Features and Vegetation of Utah	TOPIC: Geography	Student Activity Sheet Page 1	307-406 (103)

To the student:

1. From the reading and class discussion, you should have the background in the elevations of physical features and vegetation of Utah.

2. Study the elevations of some of the major physical features of Utah on the Student Information Sheet. Then, on the Student Activity Sheet place the name of the feature at the proper elevation on the chart.

   Example: Boulder Mountain 11,328 ft.

   11,500 ______________________

   Boulder Mountain

   11,000 ______________________

   10,500 ______________________

3. Study the Student Information Sheet. Then, on the Student Activity Sheet, describe the vegetation at the various elevations.

4. When you have completed the activity, put your paper in the place designated by your teacher.

ELEVATIONS OF UTAH'S PHYSICAL FEATURES

13,500 ____

13,000 ____

12,500 ____

12,000 ____

11,500 ____

11,000 ____

10,500 ____

10,000 ____

9,500 ____

9,000 ____

8,500 ____

8,000 ____

7,500 ____

7,000 ____

6,500 ____

6,000 ____

5,500 ____

5,000 ____

4,500 ____

4,000 ____

3,500 ____

3,000 ____

2,500 ____

2,000 ____

2/11

Secondary Social Studies Elevations of Physical
TITLE: Features and Vegetation of Utah

TOPIC: Geography

Student Activity Sheet
Page 2

307-406 (103)

Secondary Social Studies Elevations of Physical TITLE: Features and Vegetation of Utah	TOPIC: Geography	Student Activity Sheet Page 3	307-406 (103)

To the student:

Describe the vegetation at the various elevations listed below:

Lower valleys (2,100 to 7,500 ft.)

Higher elevations (7,500 to 10,500 ft. including the transition area.)

Above the timber line.

The students will locate selected counties, cities, parks, and scenic wonders on a map of Utah. (102)

Secondary Social Studies
TITLE: Counties, Cities, Parks of Utah

TOPIC: Geography
TIME SEGMENT: 1 class period

307-407 (102)
D

INSTRUCTIONAL OBJECTIVE:

The student will locate selected counties, cities, parks, and scenic wonders on a map of Utah.

MATERIALS:

Student Information Sheets	Pages 1, 2
Student Activity Sheets (masters included)	

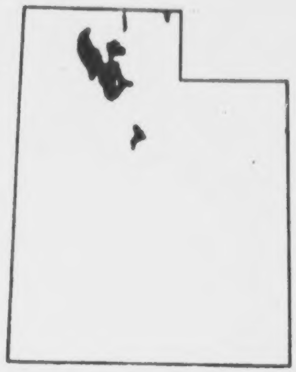
EVALUATION:

Students will complete to the teacher's satisfaction maps showing they know locations of selected areas.

ADAPTATIONS:

Students could work in small groups. Student Information Sheets could be made into transparencies and projected during class discussion instead of being given to each student.

PROCEDURE:



To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the class. Distribute Student Information Sheet to each student. The Student Activity Sheets will be given out later.

2. This activity should be conducted like a TV quiz game show. The objective is for students to be able to locate selected areas.

3. Have the students take notes on what you tell them about several pre-selected counties, cities, and parks. Point out the locations on the maps. Show pictures to the class of each area discussed. The students could make notations on their maps to help them remember. Review the materials again. Give students an opportunity to study their notes and the maps.

4. Give each student Student Activity Sheet and maps of Utah with divisions and cities unlabeled. Divide the class into teams. Ask each team a question about the location of an important site. If the student misses the question, another person on his team can answer it. If the question is answered in two tries the team gets a point and the opposing team is asked the next question. If the question is not answered correctly in two tries, ask the opposing team the questio Whether or not the opposing team answers the missed question, the opposing team will be asked the next question.

5. As the game progresses and the important sites are located, instruct the students to label the sites on their Student Activity Sheets.

6. After the game is completed and the counties, cities, parks, and scenic wonders you select are located, have the students put their names on their maps and hand them in for your evaluation.

Skills:

307-850
307-875
307-879

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Arches

Arches National Park has the largest number of natural stone arches in the world. The park is covered by walking trails.

Bryce Canyon

Bryce is really not a canyon but a series of amphitheatres nearly 20 miles long. The canyon is also, 2,000 feet deep and composed of pink, orange, and white limestone.

Logan

Logan is the county seat of Cache County. It is also the location of Utah State University. One of the Mormon Temples is located there.

Moab

Moab is a major tourist town. It is the most accessible community to Arches and Canyonlands. Moab itself is the center of mining development and much movie-making. The entire area is historic and scenic.

Cache County

The Cache County area was the scene of a great deal of trapping in the early 1800's. Long before any permanent settlers came, British and American trappers worked in the area. Today Cache County is the home of a cheese factory, farming, and other businesses.

Carbon County

Carbon County is rich in coal, and several power and light companies are housed there. Dinosaur bones have been found there and so have Indian artifacts.

St. George

St. George is in the heart of Utah's Dixie. The area is called Dixie because of the Mormon attempts to raise cotton and the mild climate. St. George is today one of the major playgrounds in the state. Golfing, swimming, horseback riding,and tennis are favorites of St. George visitors.

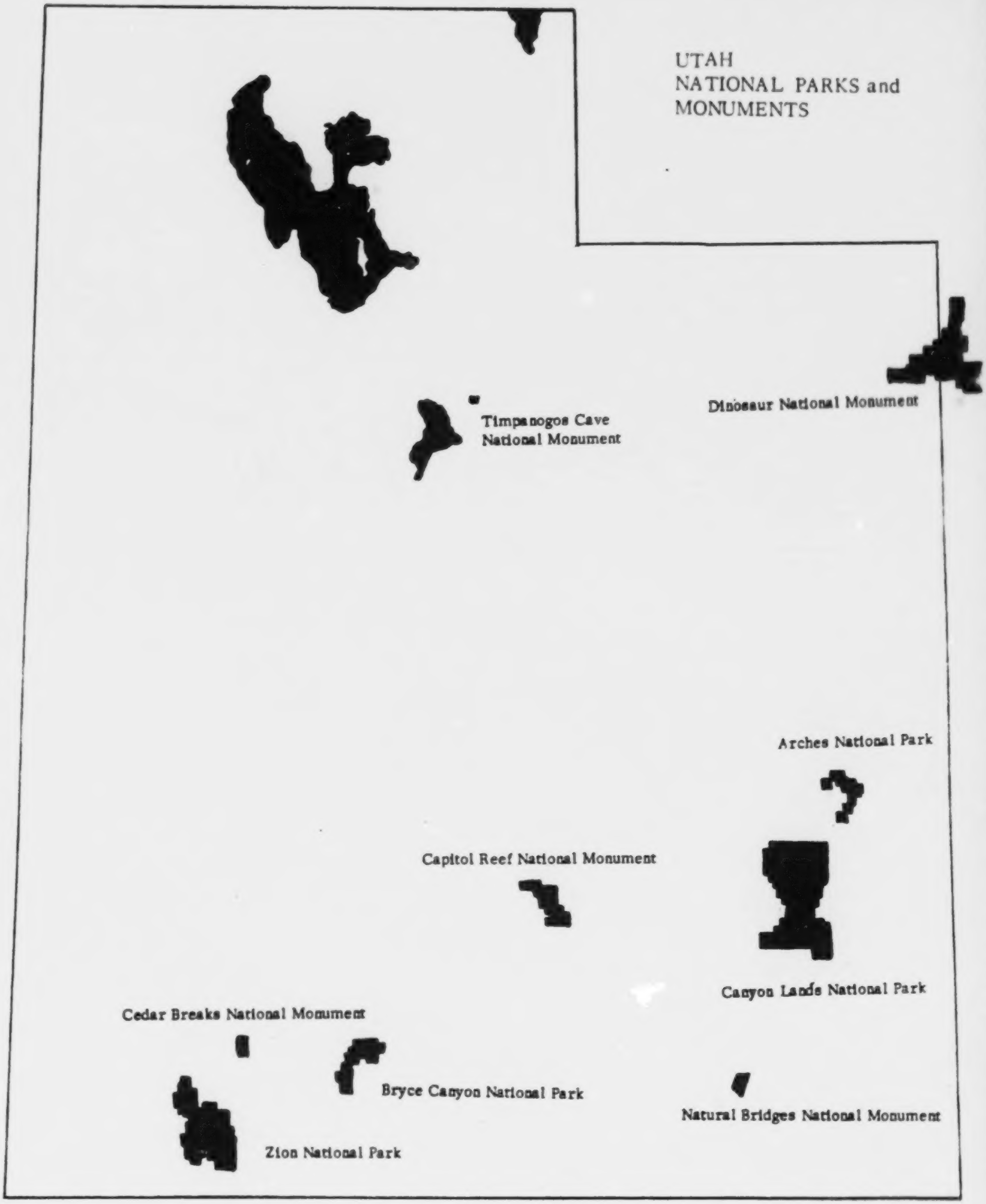
Vernal

There is a fascinating story about how the Bank of Vernal was built. The bricks were taken by rail from Salt Lake City to Mack, Colorado. They were then put on another train and sent to Watson where they were put on horse-drawn freight wagon. At long last they arrived in Vernal. Vernal is close to many of the dinosaur digs. Dinosaur National Monument is near Vernal.

Provo

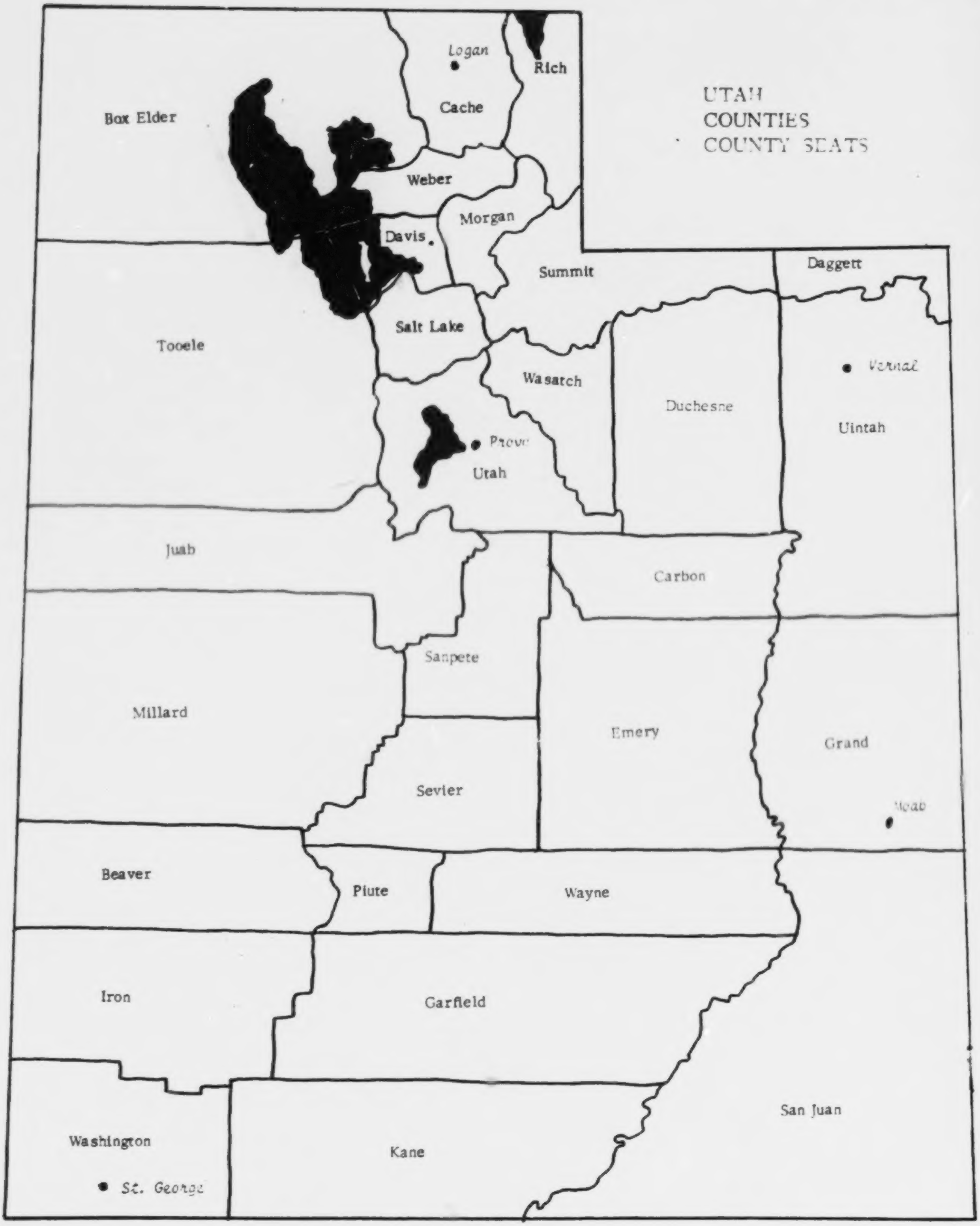
Provo is the home of the fourth largest Fourth of July celebration in America. Brigham Young University, the largest private school in the country, is also located in Provo. Golf, hiking, skiing, and water sports are close by.

Additional information available in the publication Utah Travel Guide from the Utah Travel Council.



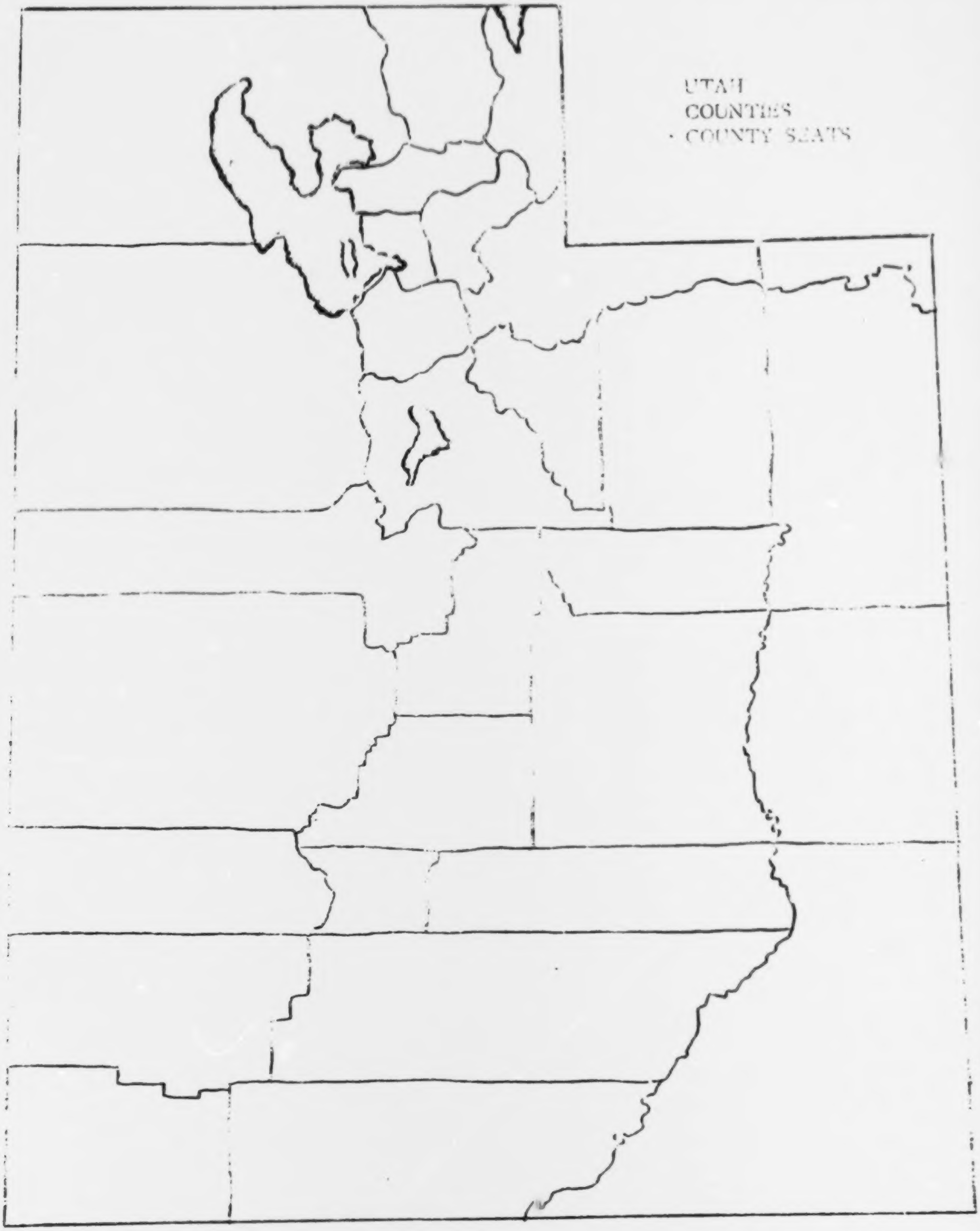
UTAH
NATIONAL PARKS and
MONUMENTS

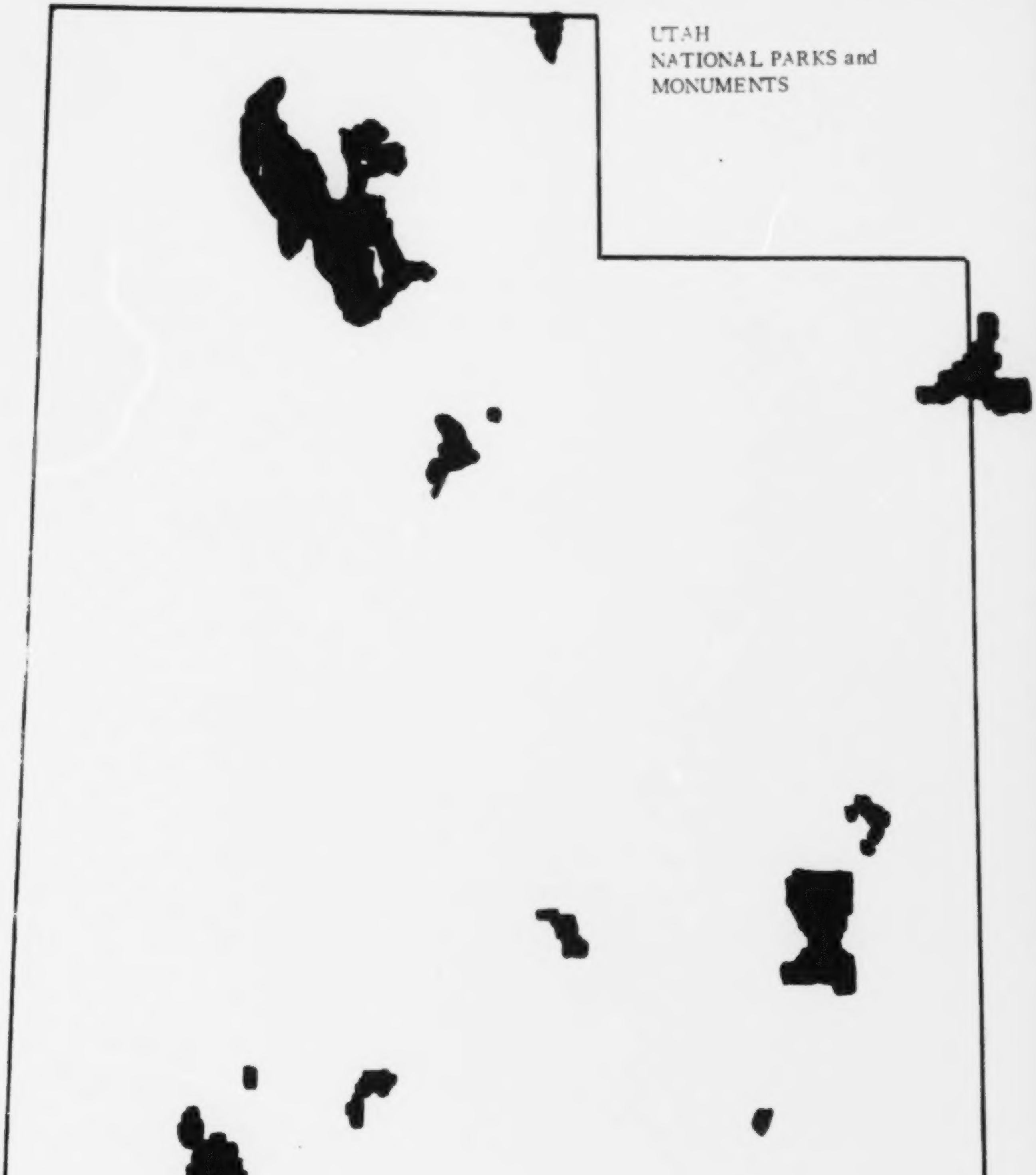
Timpanogos Cave
National Monument
Dinosaur National Monument
Arches National Park
Capitol Reef National Monument
Canyon Lands National Park
Cedar Breaks National Monument
Bryce Canyon National Park
Natural Bridges National Monument
Zion National Park



UTAH
COUNTIES
COUNTY SEATS

Box Elder
Logan
Cache
Rich
Weber
Morgan
Davis
Summit
Daggett
Tooele
Salt Lake
Wasatch
Duchesne
Vernal
Uintah
Provo
Utah
Juab
Carbon
Sanpete
Millard
Emery
Grand
Sevier
Moab
Beaver
Piute
Wayne
Iron
Garfield
Washington
St. George
Kane
San Juan


UTAH
COUNTIES
· COUNTY SEATS


UTAH
NATIONAL PARKS and
MONUMENTS

The students will label rainfall, resources, population, and forests on a map of Utah. (102)

Secondary Social Studies
TITLE: Rainfall, Resources, Population, Forests

TOPIC: Geography
TIME SEGMENT: two class periods

307-408 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will label rainfall, resources, population, and forests on a map of Utah.

MATERIALS:

Student Information Sheets
Student Activity Sheets (Masters included)
Texts, encyclopedias, any other available material

EVALUATION:

The student will complete the mineral resources map and selected activity to the teacher's satisfaction.

ADAPTATIONS:

Students could work in small groups and/or complete activities as homework assignments. Transparencies could be made and projected in lieu of giving information sheets to every student.

PROCEDURE:

To the teacher:

Through selected reading, (texts, encyclopedias, other available material) and class discussion provide a background for this activity. Utah is a mineral-rich state and the students should acquire a good understanding of its resources. They should also get a good picture of the rainfall, forests, and population of the state.

1. Duplicate enough Student Information Sheets, and Student Activity Sheets so that the students may each have one of each sheet.

2. As part of the instruction, give each student a Student Information Sheet, the Utah maps, and help them to find and label the following resources in the proper places.

Great Basin: cement, rock, fluorspar, gypsum, pumice, sulphur, limestone, sand, gravel.

Mountain Region : fluorspar, phosphate, uranium, sand, gravel.

Plateau Region: fluorspar, gypsum, limestone, sulphur, uranium, sand, gravel and oil

3. Assign the activity.

Skills:

307-850
307-875
307-879

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Secondary Social Studies TITLE: Rainfall, Resources, Population, Forests	TOPIC: Geography	Student Information Sheet Page 1	307-408 (102)

Population

Utah's population is growing rapidly. New industries and Utah's social, cultural, and recreational opportunities have interested people in moving here. The following two charts show population growth and distribution.

Growth, 1850-1970

Year	total
1850	11,380
1900	276,749
1950	688,882
1960	890,627
1970	1,059,273
1980	1,454,630

1976 Estimates - population distribution

total state	1,235,000
Wasatch front counties	949,000
Davis County	120,000
Salt Lake County	520,000
Utah County	172,000
Weber County	137,000
Other Counties	286,000

Secondary Social Studies TITLE: Rainfall, Resources, Population, Forests	TOPIC: Geography	Student Information Sheet Page 2	307-408 (102)

County Breakdown of Population

County	1980 Preliminary	1970	% change
Box Elder County	33,212	8,326	23.5
Cache County	57,220	12,483	51.0
Davis County	146,242	24,223	71.3
Morgan County	4,914	1,110	26.0
Rich County	2,115	800	88.0
Summit County	10,227	2,883	104.2
Tooele County	26,012	6,455	32.5
Weber County	143,170	38,884	28.6
Utah County	217,281	35,963	72.4
Salt Lake County	615,586	139,593	53.2

Secondary Social Studies TITLE: Rainfall, Resources, Population, Forests	TOPIC: Geography	Student Activity Sheet Page 1	307-408 (102)

To the student:

1. From your reading and through class discussion you should have a good understanding of the rainfall, resources, population, and forests of Utah. As part of the class discussion you will write the location of certain resources on a map of the state.

2. Read over the following activities and choose the activity that interests you most. Note that if you choose a report, its length should be from one to two pages.

   1. Copper: Find out how long copper has been used and some of its early and current uses. Find a fun way to share your information. Use pictures, make a mural or chart, write a report or find some other way. This could be a group or individual project.

   2. Kennecott Copper - Write to Kennecott Copper Corp., PO Box 1650, Salt Lake City, Utah, for current information or find information from a library or other source. Most of the world's copper comes from this open-pit mine. Find out why Kennecott is such an important industry to Utah.

   3. Natural Resources: Arrange a display of natural resources and/or minerals or products made from minerals found in Utah.

   4. Uranium: Try to find the history of uranium in Utah and the reasons uranium is so important. Decide how you will write and present your report.

   5. Coal Mining: Since Utah is the largest coal-producing state west of the Mississippi, it could be interesting to find out about coal mining in Utah. After you study about coal in Utah, write a report.

   6. Salt: How is salt refined in Utah? Who first developed the industry in Utah? Report on the salt industry in Utah.

   7. Natural Gas: Where are natural gas reserves located in Utah? How are these resources found? What are the uses of natural gas?

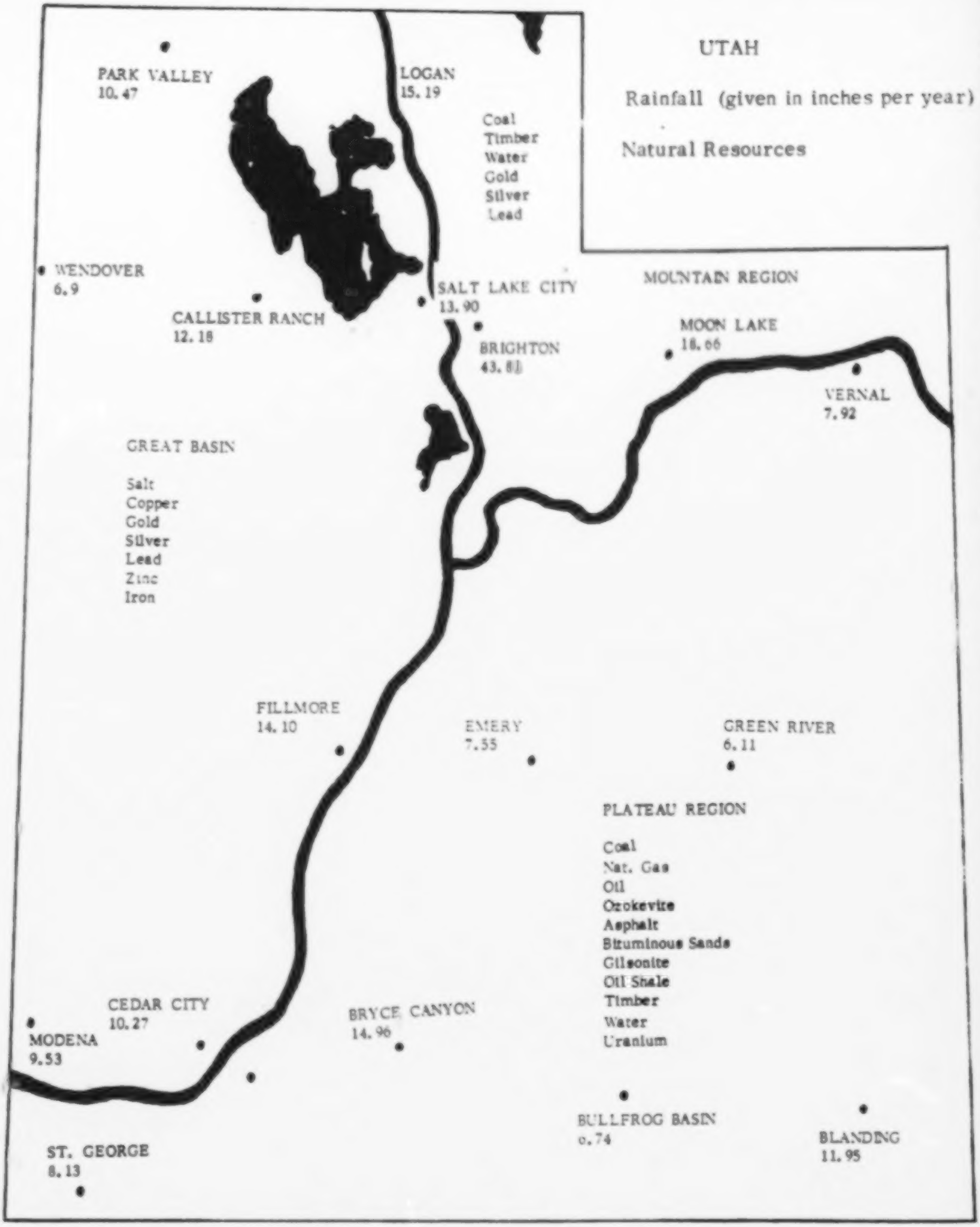
Secondary Social Studies TITLE: Rainfall, Resources, Population, Forests	TOPIC: Geography	Student Activity Sheet Page 2	307-408 (102)

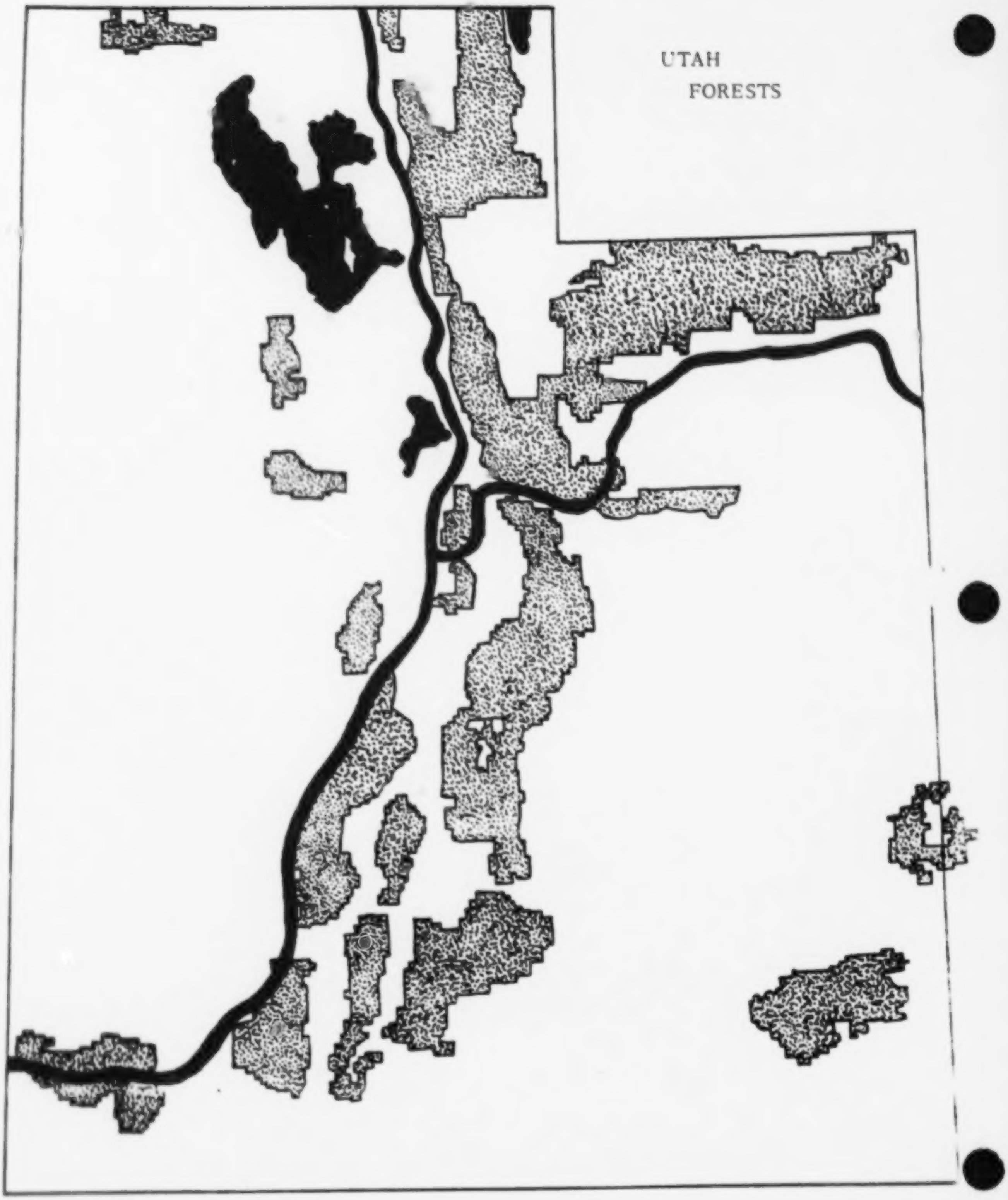
8. Rainfall: Which county has the lowest rainfall per year? the most? How does rainfall affect the life style in each area?

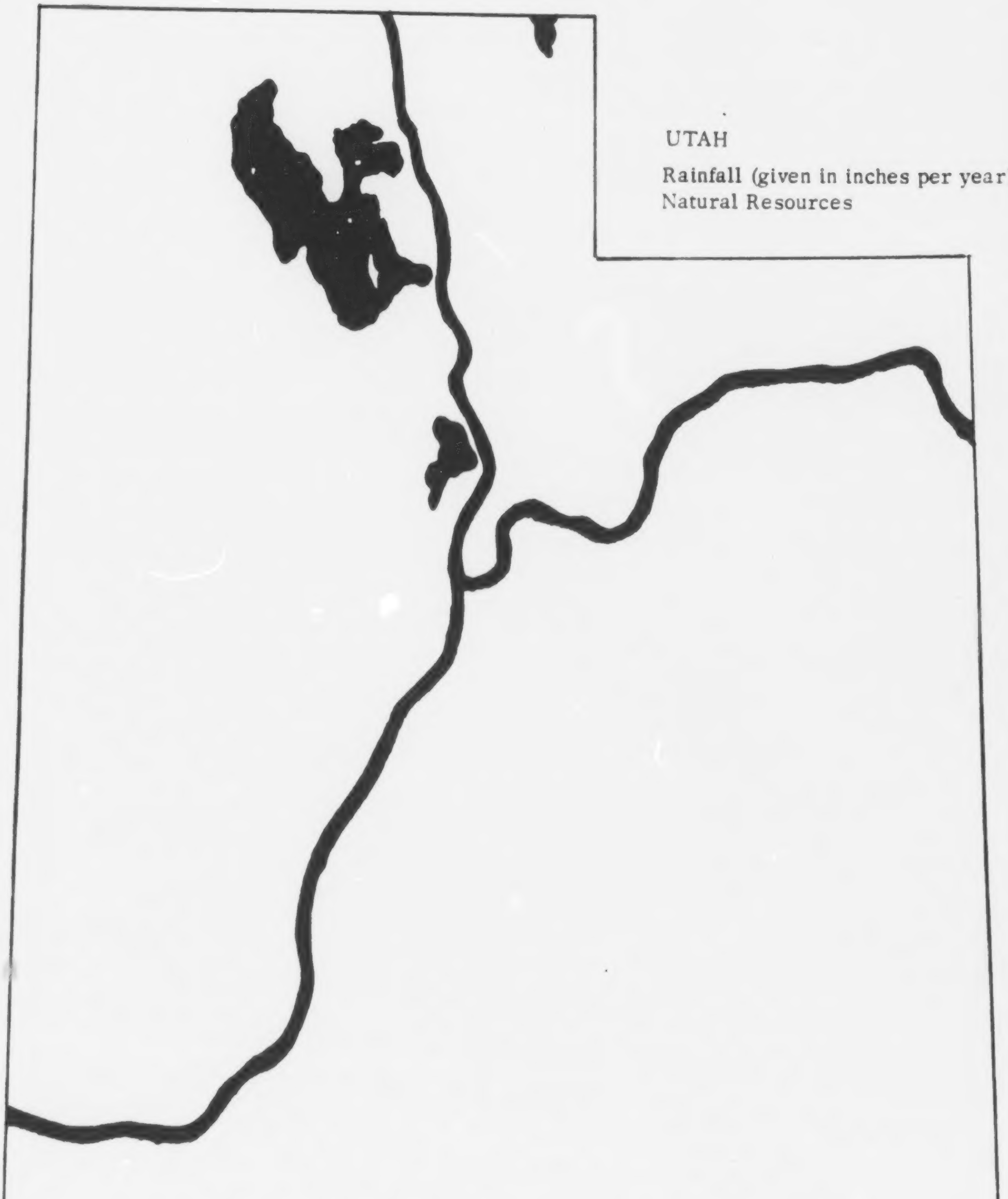
9. Utah Forests: Locate cities that are close to the various forests. What difference would these forests make to the life style of Utah residents?

10. Population: Look at the population charts. What is the significance of having a major increase in state population? Look at the county breakdowns. What difference would the 104.2% population increase make in Summit County? What can help bring about major changes in the population of the state? Why are the centers of population located as they are in Utah?

3. When you have completed the assignment write your name on both Student Activity Sheets and put them in the place designated by your teacher.


UTAH
Rainfall (given in inches per year)
Natural Resources
PARK VALLEY
10.47
LOGAN
15.19
Coal
Timber
Water
Gold
Silver
Lead
WENDOVER
6.9
CALLISTER RANCH
12.18
SALT LAKE CITY
13.90
BRIGHTON
43.81
MOUNTAIN REGION
MOON LAKE
18.66
VERNAL
7.92
GREAT BASIN
Salt
Copper
Gold
Silver
Lead
Zinc
Iron
FILLMORE
14.10
EMERY
7.55
GREEN RIVER
6.11
PLATEAU REGION
Coal
Nat. Gas
Oil
Ozokevite
Asphalt
Bituminous Sands
Gilsonite
Oil Shale
Timber
Water
Uranium
CEDAR CITY
10.27
MODENA
9.53
BRYCE CANYON
14.96
BULLFROG BASIN
6.74
BLANDING
11.95
ST. GEORGE
8.13


UTAH
FORESTS


UTAH
Rainfall (given in inches per year)
Natural Resources

The students will describe how the wants and needs of a people are fulfilled by the use of natural resources in any geographic location. (603) (V)

Secondary Social Studies

TITLE: Uses of Natural Resources

TOPIC: Geography

TIME SEGMENT:

307-409 (603)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe how the wants and needs of a people are fulfilled by the use of natural resources in any geographical location.

MATERIALS:

Student Information Sheet Pages 1, 2
Student Activity Sheet
(Masters Included)

EVALUATION:

The students will be able to describe how the wants and needs of a people are fulfilled by the use of natural resources in various geographical locations. This shall be done by oral report to the satisfaction of the teacher.

ADAPTATIONS:

The teacher is free to substitute any locations for those given on the information sheet. It may be felt that other places are more relevant to current interests of the class or world events.

PROCEDURE:

To the Teacher:

1. Duplicate enough Student Information Sheet and Student Activity Sheet so that each student may have one.

2. First day: The students should be assigned one of the locations given on the information sheet and told that they are to pretend that they are inhabitants of that place. They should prepare a short, oral report (up to five minutes) to be given by one or more of the group. In the report, the students will describe how they, as inhabitants of this town or region, have met their wants and needs by the use of natural resources available. The students will have to draw logical conclusions from the material that is not given on any area as well as from that given. Each student or group should have a copy of the information sheet. Each group should also use, where available, another source such as an encyclopedia. The students should gather additional information, if possible, from sources at home, a local library, etc. or from someone who has lived in or visited the assigned area.

3. Report day: Reports of up to five minutes each should be given on the seven areas. At the conclusion, it is suggested that the teacher lead a short class discussion. The similarities of human needs and how they are met by using natural resources, regardless of geographical location, should be pointed out. The teacher should incorporate as many examples as possible that were brought out in the student reports to reach conclusions.

Skills:

307-850
307-853
307-854
307-856
307-875
307-879

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: _______________________________

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Secondary Social Studies TITLE: Uses of Natural Resources	TOPIC: Geography	Student Information Sheet Page 1	307-409 (603)

Holladay, Salt Lake County, Utah

Holladay is a suburb of Salt Lake City. The rainfall here is about sixteen inches a year. Water comes from the nearby mountains and wells in the area. The small farms in Holladay are being converted to housing, but there is still some local produce grown. The land is fertile, and there are many gardens in people's yards. Within a short distance in the Salt Lake Valley, are larger farms with some locally grown produce, beef, and poultry. The economy of Holladay is part of the economy of Greater Salt Lake City. The people who live in Holladay, like those who live in any part of the valley, may work other places in the valley. Salt Lake City is a center of finance and tourism. In the valley are light and heavy manufacturing. Metal ores, copper, gold, silver, zinc, and lead are mined and refined in the hills west of Salt Lake Valley. Ski resorts east of Salt Lake Valley draw skiers from all over the world.

Aurora, Sevier County, Utah

In the northwest part of Sevier County in central Utah is the small farming town of Aurora. The Sevier River and the Piute Canal run close to town. Irrigation is used widely there. The rainfall is close to 12-1/2 inches per year. The hills and fields in the area provide year around grazing for livestock. In Aurora, one can see sheep, cows and poultry. The soil is rich enough to produce fruits and vegetables for local use.

Springdale, Washington County, Utah

Springdale lies on the Virgin River at the south end of Zion National Park. In the narrow river valley, Springdale is located on either side of State Highway 15 that runs through town. There are some small farms in the area. Orchards and gardens grow by the sides and backs of the houses. The small businesses are service stations, cafes, and stores. These are geared to take care of the tens of thousands of tourists that go through Springdale each year. Rainfall in this area is about ten inches a year. Year around grazing for cattle is available in the surrounding fields.

Lapland, Northern Sweden

Lapland is, in part, a region at the north end of Sweden. (Lapland also lies in the north of Norway and Finland). The Mountain Lapps are nomads. Though the practice has decreased in recent years, these people move around with the large reindeer herds. In the winter, the Lapps have permanent homes. In the warm months, they go with the reindeer and live in tents. The winter clothes of the Lapps is made from reindeer skins. The reindeer are also valued for their meat. This part of Sweden is covered with trees, and there are many rivers, streams, and lakes. About 75 inches of moisture falls in this locale each year. High grade iron ore has been found in Lapland, and many of those who were nomads now work in the mines as this industry develops. In this land of abundant

Lapland, Northern Sweden (continued)

water, hydro-electric power is becoming more and more important. The beautiful scenery is also an important natural resource. Tourism in Lapland is growing.

Dusseldorf, West Germany

In the north and west part of West Germany is Dusseldorf, a city on the scenic Rhine River. This busy port is found in a region that has close to 32 inches of moisture per year. Iron mines that are near have given this city the basis for quite a few of its industries. Steel, cars, and precision tools are made here. Dusseldorf is a center for technical and industrial research. Chemicals, textiles, clothing, glass, and paper products are made here as well. An airfield and three harbors on the Rhine make this city a transportation center. Farm lands are some distance off to the south of Dusseldorf. The only crop in West Germany that is large enough for the needs of the country is the potato crop.

Tahiti

Tourism is one of the chief sources of income for the people of Tahiti, a lovely, warm island in the South Pacific. This island is volcanic, with mountains in the center. Large, swift streams pour out of the mountains. Most people live on the narrow, fertile strip between the mountains and the sea. There are 70 to 100 inches of rainfall on the island each year. Trees and plants grow thick and lush. Rice, coconuts, sugar cane, vanilla, and coffee are grown there. A good number of tropical fruits are native to this South Seas land. The main exports are copra (dried coconut), mother-of-pearl shells, and vanilla.

Grand Rapids, Michigan

Grand Rapids, on the Grand River in Western Michigan, is the center of many industries. Close by grow thick woods. Both soft and hard woods are found there. For years, the city has been a hub of furniture making. The mills in Grand Rapids produce tools, chemicals, food products, and products from metals. Gypsum is mined in the region. Wheat, fruits, vegetables, and dairy products are produced in the areas around the city. Close to 33 inches of moisture falls on Grand Rapids each year.

Secondary Social Studies TITLE: Uses of Natural Resources	TOPIC: Geography	Student Activity Sheet	307-409 (603)

To the student:

1. Through reading and class discussion, you should have a background in natural resources.

2. You will be assigned to a small group to study a community or region of the world. In your group, draw information from any available sources, including Student Information Sheet. If possible, gather additional information from outside sources -- home, a local library, former residents of the assigned area, etc. Choose one or two people to present an oral report on your area.

3. The reports should include the following items:
   a. What is the availability and source of water?
   b. What is the productivity of the soil in the area? What food crops are grown there?
   c. What animals are raised for food and clothing?
   d. What mineral deposits are found in the area, and what is done with them?
   e. What forests are found in the region, and what is done with them?
   f. What scenic attractions are in the area to bring in tourists?
   g. Does it appear that there are more resources and products available than the local people can use, so that exports are possible?
   h. What items does it seem logical that these people would have to import?
   i. What are the natural resources of your assigned area?

4. With the others in your group, compile material for a report of about five minutes.

5. If you have been chosen to be spokesman for the group, arrange the material in a logical order for your report.

The students will evaluate the contributions of the early Spanish explorers to Utah (Escalante, Dominguez, Cardenas, Rivera, and Miera). (106) (V)

Secondary Social Studies

TITLE: Escalante, Dominguez, et al.

TOPIC: History

TIME SEGMENT: 30 to 40 minutes

307-501 (106)

D

INSTRUCTIONAL OBJECTIVE:

The student will evaluate the contributions of the early Spanish explorers to Utah (Escalante, Dominguez, Cardena, Rivera and Miera).

MATERIALS:

Student Information Sheets Pages 1-3
Student Activity Sheets Pages 1,2
(Masters included)
Additional resources at the end of Student Activity Sheet

EVALUATION:

The student will complete the activities to the satisfaction of the teacher.

ADAPTATIONS:

Students could work in small groups to discuss and share the work they have done.

PROCEDURE:

To the teacher:

This activity will follow discussions, readings, and other teacher directed learning experiences on the early Spanish explorers.

Students will read the information sheets and then work through the Student Activity Sheet.

Skills:

307-852
307-855
307-856
307-884

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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On September 11, the expedition moved into Utah near what is now a part of the Dinosaur National Monument. They came down Spanish Fork Canyon and into Utah Valley September 23. The party liked Utah Valley very much. When they entered, they saw smoke signals. The Ute Indians were spreading word of their arrival. The men camped near the present location of Spanish Fork. Some of them visited the Indian villages and through interpreters told the Ute's about their expedition. The Spanish also explained they wanted to teach their religion. The Spanish stayed three days in Utah Valley. Escalante talked about the peaceful nature of the Indians, their interest in having the Spanish live with and teach them, and the quality of the land.

The Spanish found another guide and the group continued through Juab Valley until October 6. A snowstorm fell and trapped them. Their provisions were low, and the men feared they'd get caught in the mountains or on the desert without food. Despite these conditions, some of the party wanted to go on. Others felt Monterey was too far off. They wanted to return to Santa Fe. Lots were drawn, and the decision was made to go back to Santa Fe. The expedition passed near present-day Cedar City then moved southward. On October 15 the Dominguez and Escalante expedition entered Arizona. They had spent just over a month in Utah.

The party had great trouble finding a way across the canyons of the Colorado River. They traveled back into Utah by Glen Canyon and found a way to the river November 6 via Padre Creek. Escalante wrote, "It was necessary to cut steps in a rock with axes so the men and animals could climb down". Today this point is called "the Crossing of the Fathers." On November 7 all had crossed the river. Father Escalante recorded that the men rejoiced by "praising God our Lord and firing off a few muskets as a sign of the great joy which we felt at having overcome so great a difficulty..."

The men continued southward until they met Indians Father Escalante knew. They reached Santa Fe, January 2, 1777.

Secondary Social Studies TITLE: Escalante, Dominguez et al.	TOPIC: History	Student Information Sheet Page 2	307-501 (106)

After the Spanish took the riches of Mexico, they looked for gold in other places. There were stories of the Seven Cities of Cibola, supposedly full of wealth. Francisco Vasquez Coronado left Mexico in 1540 to search for these cities. The expedition conquered Zuni pueblos near the Arizona-New Mexico border but found no riches.

Coronado sent Garcia Lopez de Cardenas and some men to check the Moqui Indian Villages. Cardenas found only poor Indians up to the south rim of the Grand Canyon, the northern point of their march. Cardenas and his men were the first white men to see the Grand Canyon.

Much later another expedition went into the Utah region. In June, 1765, Juan Maria Antonio Rivera explored the Colorado River in search of silver and other minerals. He moved from Santa Fe north into Utah, entering the state near modern Monticello. The Rivera group followed a path later used by the Dominguez and Escalante party and those who made the Old Spanish Trail.

Spain wanted to find a good route between Santa Fe and Monterey; this was an important goal. Father Silvestre Velez de Escalante lived among Indians in the Arizona-New Mexico region. He had done some exploring previously, and in July of 1776 he joined Father Francisco Atanasio Dominguez. They were part of an expedition of ten men who set off to find a trail.

Dominguez headed the expedition, but Escalante kept a diary. Because of his diary and his work in starting the expedition, the expedition generally has his name. Don Bernardo Miera Pacheco was another member of the group. Born in Spain, Miera was a leader and soldier with vast experience.

The party left Santa Fe July 29, 1776, looking for Monterey, California. During August and early September, the men traveled through Colorado. They found some Ute Indians who became guides and interpreters.

The expedition may not have achieved its major goal, but it was successful in other ways:

a. They had traveled close to 2,000 miles.
b. They proved there were no rich cities in the area. They also got rid of rumors that other Spaniards were living in the region.
c. Miera made a map which was invaluable.
d. He made several versions of his map on which he included the terrain of the area, locating Indian villages and Spanish settlements. These were the basis of an accurate map of Utah's geography.
e. Miera also showed where the group had camped.
f. On the map there were some mistakes, however. Miera confused the Sevier and Green River; more important, he showed that the Great Salt Lake drained into the Pacific.
g. For the next 70 years people relied on Miera's work and used it as the basis of other maps.
h. Escalante's diary was equally significant. For the first time, someone recorded what land was like in Utah.
i. Both men discussed inter-tribal relationships and characteristics of the various tribes in the area.
j. Escalante described features of the land and Indians, as well as animal and plant life.
k. Miera's map and Escalante's diary also gave details about the Indian tribes.

After the Dominguez and Escalante expedition, the Spanish did not send others to search for the route to Monterey. Spanish traders followed the Dominguez-Escalante trail into Utah Valley, however. They found short cuts, too.

Mauricio Arze and Lagos Garcia led a trading and hunting party into Utah Valley in 1813. They stayed three days in the Utah Lake area. The group's records showed that the routes were well known. They also showed that the Spanish knew the Indians and could communicate with them.

No doubt there were other traders who did not leave records. Trading did increase between Santa Fe and the Indians in north central Utah. Eventually the Old Spanish Trail was formed, partially using these old trails.

Secondary Social Studies TITLE: Escalante, Dominguez, et al.	TOPIC: History	Student Activity Sheet Page 1	307-501 (106)

To the student:

Read the Student Information Sheet plus additional resources available in your classroom. Then do the following activities. Put your paper in the place designated by your teacher.

1. Read the excerpt from Escalante's journal.

A Description of the Indians
in Utah Valley, 1776

From the diary of Father Escalante:

September 25.....Round about it (the lake) are these Indians, who live on the abundant fish of the lake ....Besides this, they gather in the plain grass seeds from which they make atole, which they supplement by hunting hares, rabbits and fowl of which there is great abundance here. There are also buffalo not very far to the north-northwest, but fear of the Cumanches prevents them from hunting them. Their habitations are .... little huts of willow, of which they also make nice baskets and other necessary utensils. In the matter of dress they are very poor. The most decent clothing they wear is a buck-skin jacket and long leggings made of the same material. For cold weather they have blankets made of the skins of hares and rabbits. They speak the Yuta language but with notable differences in the accent and in some of the words. They have good features and most of them have heavy beards. ..The plain .. is all clear land .. of good quality, and suitable for all kinds of crops. .. the valley would provide for as many pueblos of Indians as there are in New Mexico. .....

2. Write a journal entry of your own. Pretend you are a member of the Escalante party. Describe how you'd be dressed, the activities you'd be involved in and some information that you could write in your journal that would be of considerable value.

3. Find out how to make maps. Do a paper about this process, or bring in a guest speaker, or plan a presentation of your own.

4. Discuss with your friends what life might have been like in Utah in 1776. Write a summary of your discussion.

5. Locate on a map the route traveled by Escalante. Find the site of modern cities which Escalante and his group would have seen if they traveled today.

Resources

Utah's Heritage by George Ellsworth (Santa Barbara: Peregine Smith, Inc. 1977)

Utah by Charles S. Peterson (New York: W.W. Norton & Co., Inc. 1977)

Utah's History by Richard D. Poll et al. (Provo: Brigham Young University, Press, 1978) Poll et al. Point out that the Escalante diary was actually a joint diary submitted by both Dominguez and Escalante.

The students will analyze the contributions made to Utah's history by the mountain men (Jedediah Smith, Peter S. Ogden, Etienne Provost, William Ashley, Jim Bridger, Joseph R. Walker, and Antoine Robidoux). (103) (V)

Secondary Social Studies
TITLE: Mountain Men in Utah

TOPIC: History
TIME SEGMENT: 45 minutes

307-502 (103)
D

INSTRUCTIONAL OBJECTIVE:

Students will analyze the contributions made to Utah's history by the mountain men (Jedediah Smith, Peter S. Ogden, Etienne Provost, William Ashley, Jim Bridger, Joseph R. Walker, and Antone Rubidoux).

MATERIALS:

1. Student Information Sheet Pages 1,2
2. Student Activity Sheet
3. Utah maps (masters included)
4. Set of encyclopedias, other resources

EVALUATION:

Students will complete a worksheet showing their understanding of the contributions of the mountain men to Utah. This will be done to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may wish to present the material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Information Sheet, Utah maps, and Student Activity Sheet.

2. Give the students copies of the information sheet, maps, and activity sheet.

3. Have the students complete the assignments on the activity sheet.

4. Collect activity sheets and evaluate the students' work.

Skills:

307-801
307-853
307-855
307-856
307-876
307-878
307-879

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Mountain Men in Utah	TOPIC: History	Student Information Sheet Page 1	307-502 (103)

Men who led exciting lives were the early trappers of the west. These mountain men helped to open up Utah to the rest of America. They came to Utah to find new sources of furs. Once they were found, they sent reports of their discoveries to leaders and newspaper editors in the east. These important dispatches named the trails, passes, rivers and valleys of Utah. The reports made were used by the federal government to plan expeditions into the area. Pioneers also used this information to find their way West. Some of the mountain men became guides for explorers and settlers. Other trappers remained in Utah to set up trading posts and forts.

The mountain men explored Utah mostly in the 1820's. They came from three different directions: north, southeast, and east.

William Henry Ashley led a group from the east. His men explored and trapped the Snake, Bear, and Green River Valleys. Ashley's group of American trappers included Jedediah Smith, John H. Weber, and Jim Bridger. The first of these, Smith, rediscovered South Pass, the easiest route into Utah and the West. He also found a way to get to California through southern Utah and explored Utah's great basin area. Another of Ashley's men, Jim Bridger probably discovered the Great Salt Lake. Bridger later set-up trading posts and served as a guide for military explorers. He also gave advice and suggestions to Brigham Young's group of pioneers.

Peter Skene Ogden was the leader of trappers from Canada. His British-sponsored expedition came from the north and trapped in northern Utah. They traveled in and wrote about the Cache and Weber valleys of the state.

Another group of mountain men came from the south. Etienne Provost and Antoine Robidoux led groups of trappers from Taos, New Mexico. They came up the Old Spanish Trail, exploring the Green, Duchesne, and Provo Rivers. Provost trapped in Utah Valley and around the Utah Lake. Robidoux started a trading post near the Duchesne River. This post served for many years as a supply and rest center for weary travelers.

Many places in Utah still have the names the mountain men gave them. Bear Lake and Bear River were named by trappers in 1819. The Beaver River got its name because of the many beavers found there. Cache Valley was named by trappers who hid, "or cached" their furs there. A French trapper named DuChesne named the Duchesne River after himself. The Malad River got its name because several French trappers became ill there. Malade in French means sick. Portage, Utah, also got its name from the mountain men. The trappers had to carry their boats here. Portor means to carry in French.

Later settlers in Utah named many places after the mountain men. Ashley Valley and Ashley Forest were named after William Henry Ashley. Ogden, Ogden River and Ogden Valley, were named for Peter Skene Ogden. Provo, Provo River, and Provo Canyon were named for Etienne Provost. The Weber area was named for John H. Weber.

Many of the trails and passes discovered by the trappers were used by the pioneers. The Oregon, California, and Mormon trails went through South Pass. In addition, the trails blazed by the mountain men in southern and northern Utah were used. These same trails became Utah's early roads. They have now become many of Utah's highways.

The mountain men changed Utah from an isolated wilderness to a promising new land. Their reports helped encourage both the government and the early settlers to explore Utah better. The trappers' ability to find and record good trails helped those who decided to come here. The many places still named for them remind us of their contributions to Utah's history.

Secondary Social Studies TITLE: Mountain Men in Utah	TOPIC: History	Student Activity Sheet	307-502 (103)

To the student:

Put your name on a piece of paper and on your maps. Read the Student Information Sheet. Complete the activities listed below.

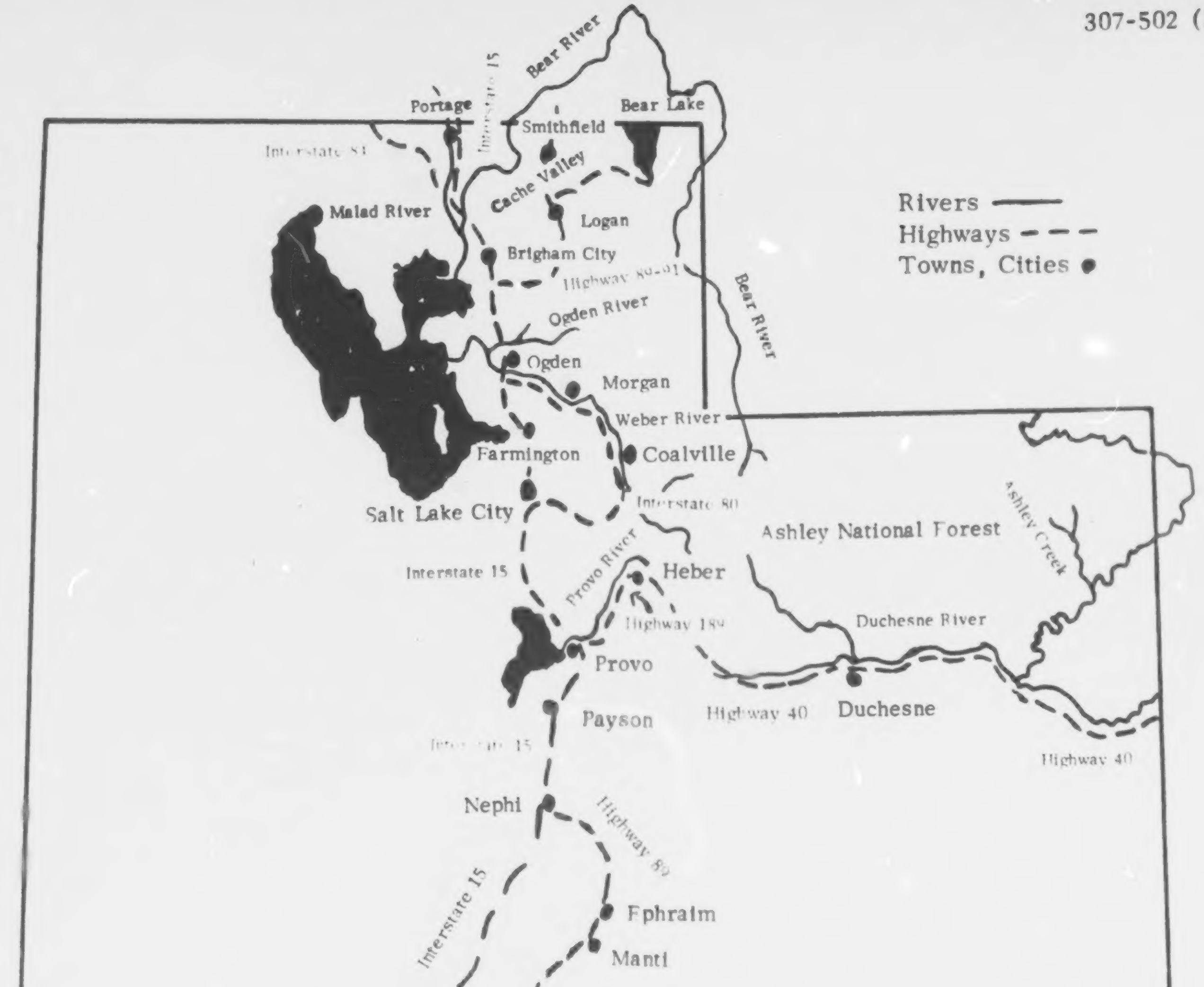
1. List four of the major mountain men. Tell where each came from and where they went in Utah.

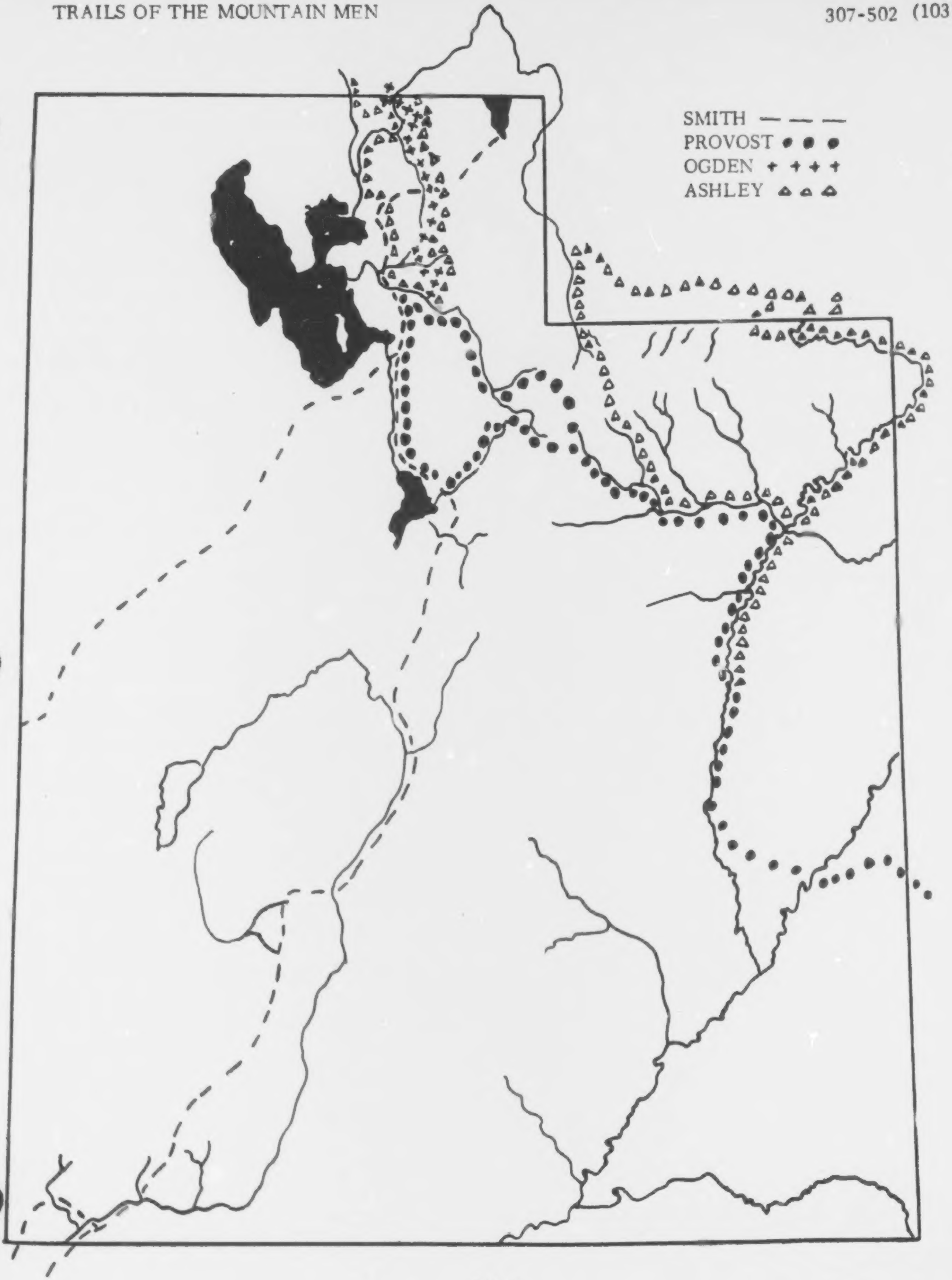
2. List three places named by the mountain men. Tell how or why the places got their names. Identify the three you chose on the map with a circle. Write a short statement on why these areas are important to Utah today.

3. Why do you think trading posts were essential to early settlers? Write one paragraph explaining why. List five items a trapper would need to survive.

4. Compare map #1 with map #2. Name five of today's roads that coincide with the mountain men's trails. Tell which trapper blazed the roads you picked.

5. What geographical feature would you usually find along the mountain men's trails? Write a short statement on why the trappers picked this geographical feature to follow.


Rivers
Highways
Towns, Cities ●
Bear River
Interstate 15
Portage
Bear Lake
Smithfield
Interstate 84
Cache Valley
Malad River
Logan
Brigham City
Highway 89-91
Bear River
Ogden River
Ogden
Morgan
Weber River
Farmington
Coalville
Salt Lake City
Interstate 80
Ashley National Forest
Ashley Creek
Interstate 15
Provo River
Heber
Highway 189
Duchesne River
Provo
Payson
Highway 40
Duchesne
Interstate 15
Highway 40
Nephi
Highway 89
Interstate 15
Ephraim
Manti
Fillmore
Salina
Kanosh
Richfield
Moab
Beaver River
Beaver
Junction
Cedar City
Interstate 15
Panguitch
Harmony
St. George
Highway 89


SMITH — — —
PROVOST ● ● ●
OGDEN + + + +
ASHLEY △ △ △

The students will explain the purposes and contributions made by government explorers such as John C. Fremont, Gunnison, and Powell. (103) (V)

Secondary Social Studies

TITLE: Early Government Explorers

TOPIC: History

TIME SEGMENT: 5 class periods

307-503 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain the purposes and contributions made by government explorers such as John C. Fremont, Gunnison, and Powell.

MATERIALS:

Student Information Sheets Pages 1-4
Student Activity Sheets Pages 1,2
(Masters included)
Listed resource materials
Reference books
Textbooks

EVALUATION:

The students will be able to identify correctly early government explorers, the purpose for their exploration, and their contributions to settlement of the West.

ADAPTATIONS:

This activity may be adapted to the special needs of the students involved.

PROCEDURE:

To the teacher:

1. Divide the students into groups of 5. Have them, from their textbooks, and other reference materials, make a list of early government explorers.

2. For each explorer have the groups list the place explored, the reason for the exploration, and what contributions to the settling of the west were made as a result of these explorations.

3. Have each group choose one explorer. Have them prepare an oral report that will include visuals that will enhance their report. (These can be made by the students or be already prepared.)

4. Establish a point system for the evaluation of the project.

5. Give each group a specific time for their presentation.

6. When their presentation is done, have the students hand in their worksheet in the place designated.

Skills:

307-827
307-850
307-853
307-855
307-856
307-875
307-879

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Early Government Explorers	TOPIC: History	Student Information Sheet Page 1	307-503 (103)

John C. Fremont made significant contributions to knowledge of the west. His expedition did not make new trails, but they did make charts and maps of the paths they used. They also wrote about the plant and animal and the land they saw.

Fremont was a good choice to lead the five expeditions he did to study the west. He was trained in science, math and surveying. He knew how to survive in the wilderness. He also married into a family with the right connections. His father-in-law was Senator Thomas H. Benton of Missouri. The Senator was an important man, and he helped Fremont get the expeditions he wanted.

Fremont was one of the first trained scientists to explore west of the Mississippi. Two of his expeditions took him into Utah. The 1843-44 trip was explored to the Columbia River and on to Oregon. The United States Government wanted people to settle Oregon so America could claim the land. The country with the most people in Oregon could claim it so Fremont's job was important.

Fremont and 40 men took a new trail to the Rockies then north to the Oregon Trail. He went through the South Pass and reached the Bear River August 21, 1843. The men arrived at the Great Salt Lake September 6. Camping on the Weber River the men stayed one week by the lake. Some of the men took a rubber boat to what is now called Fremont Island. The following is part of his description of the Bear River Valley.

From the Report of his Second Exploring Expedition:

> (Having visited Great Salt Lake, Fremont returned northward up the Bear River Valley, in present Box Elder County.)
>
> "September 14 - ...the bottoms of this river, and of some of the creeks which I saw, form a natural resting and recruiting station for travelers, now, and in all time to come. The bottoms are extensive; water excellent; timber sufficient; the soil good, and well adapted to grains and grasses suited to such an elevated region. A military post, and a civilized settlement, would be of great value here; and cattle and horses would do well where grass and salt abound. The lake will furnish exhaustless supplies of salt.

> All the mountains here are covered with a valuable nutritious grass, called bunch grass, from the form in which it grows, which has a second growth in the fall. The beasts of the Indians were fat upon it; our own found it a good subsistence; and its quantity will sustain any amount of cattle, and make this truly a bucolic region."

Fremont's group continued to the Snake and Columbia Rivers, then south to Washington, Nevada and California. On his way east he went through Utah again. This time he went through Central Utah. The following is an example of what Fremont thought of this part of Utah:

From the Report of his Second Exploring Expedition:

> " May 17-- ...(Sevier River country) We had now entered a region of great pastoral promise, abounding with fine streams, the rich bunch grass, soil that would produce wheat, and indigenous flax growing as if it had been sown. Consistent with the general character of its bordering mountains, this fertility of soil and vegetation does not extend far into the Great Basin. ...
>
> May 25-26-- ...in general and comparative terms though many parts are superior for wheat; while in the rearing of flocks and herds it would claim a high place. Its grazing capabilities are great; and even in the indigenous grass now here, an element of individual and national wealth may be found. ... "

When Fremont returned to St. Louis in August, 1844, he published his report. He described the "Great Interior Basin" in detail. Fremont was not the first one to explore this area. But he was the first to say with surety that there were no outlets to the sea in the region.

The government was excited by what Fremont found. They wanted to get Oregon and California and felt

Fremont could help. Fremont was told to explore The Great Basin, the Great Salt Lake region, the Sierra Nevada and the Cascade Range. Fremont was also to explore the Mexican territory.

The expedition moved into Utah via the Green, Duchesne, and Provo Rivers. They arrived in Utah Valley the second week in October. After staying there two days, they moved to the Great Salt Lake. They stayed October 13-27, 1845, on the site of what is now Salt Lake City. Fremont's men recorded temperatures, rains, plant life. They also began looking for a route west to California. From the southwest corner of the lake a scouting party went west. Kit Carson led the group in their search for water and grass. Carson was to signal with a fire if he found water. Meanwhile Fremont led his men on to the desert. He lit a fire to show Carson where they were. Carson and his group were headed for a mountain about 60 miles north of where they had first been. At the base of this mountain Carson's band found water. They sent a man to tell Fremont. Fremont named the mountain Pilot Peak because it led them across the desert.

Gunnison

John C. Gunnison was an army lieutentant and a government surveyor. He commanded the group who surveyed for the central Pacific railroad route. His party explored westward from St. Louis to San Francisco. He and his men passed by the Gunnison and Green and Sevier Rivers. About 15 miles southwest of modern Delta, the group was attacked by renegade Pahvant Indians. Unknown to Gunnison, a previous wagon train had irritated the area Indians. The Walker War and Tintic Indian War still made people feel uneasy about Indian relationships. Although peace had been established, the renegade Indians sought revenge. They attacked Gunnison's party on the morning of October 28. Lieutenant Gunnison and seven others were killed.

Powell

John Wesley Powell is perhaps the most famous of all the government explorers who came to Utah. He was self-taught in natural sciences but got a teaching job at an Illinois college after the civil war. During the war he lost his right arm to the elbow.

Powell was a true adventurer. He wanted to explore the Colorado and Green Rivers by boat. After a major effort he was able to get the necessary financial backing. He and nine others started down the Green River in four specially made boats. Powell and his men had many adventures on the river. Their food got wet; one boat was wrecked. Finally three men in the group felt the expedition would fail. They climbed out of the canyon but were killed by Indians. With two boats and five days worth of food, Powell and his six men reached the joining of the Colorado and Virgin Rivers. They'd traveled 900 miles in three months. They had also gathered scientific information which made mapping the river possible.

Powell made two other trips to Utah. In 1871 he met Jacob Hamblin and Indian leaders. Powell left valuable records about the Indian way of life. In 1889 Powell studied Utah's stream-drainage systems. He also looked for land he could irrigate and chose reservoir sites.

Resources

Utah's Heritage by S. George Ellsworth (Santa Barbara: Peregrine Smith, 1977)

Utah's History by Richard D. Poll et al. (Provo: Brigham Young University, 1978)

Among the Mormons edited by William Mulak

A. Russell Mortensen (Lincoln: University of Nebraska 1958)

Secondary Social Studies TITLE: Early Government Explorers	TOPIC: History	Student Activity Sheet Page 1	307-503 (103)

To the student:

1. After being assigned to a group, work with other members of the group and make a list of the early government explorers to the West.

2. Do the activity sheet together. Be sure each one in the group has a copy of the activity sheet after it is completed.

3. Prepare the oral report. Divide the work that has to be done so that each will do his/her share.

4. Give the oral report on the date specified by the teacher, using the visuals you have prepared.

5 When your report is finished, put your activity sheets in the place designated by the teacher.

Secondary Social Studies TITLE: Early Government Explorers	TOPIC: History	Student Activity Sheet Page 1	307-503 (103)

To the student:

1. After being assigned to a group, work with other members of the group and make a list of the early government explorers to the West.

2. Do the activity sheet together. Be sure each one in the group has a copy of the activity sheet after it is completed.

3. Prepare the oral report. Divide the work that has to be done so that each will do his/her share.

4. Give the oral report on the date specified by the teacher, using the visuals you have prepared.

5. When your report is finished, put your activity sheets in the place designated by the teacher.

Secondary Social Studies
TITLE: Early Government Explorers

TOPIC: History

Student Activity Sheet
Page 2

307-503 (103)

To the student:

1. List the explorers in Column I.
2. In Column II, explain the area explored.
3. In Column III, explain how this helped in the settling of the West.

I Explorer	II Where they Explored	III Contributions

The students will evaluate the contributions of religious and ethnic groups to the development of the state. (203) (V)

Secondary Social Studies

TITLE: Religious and Ethnic Groups

TOPIC: History

TIME SEGMENT: 40 minutes

307-504 (203)

D

INSTRUCTIONAL OBJECTIVE:

The students will evaluate the contributions of religious and ethnic groups to the development of the state.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbook or other resources

EVALUATION:

Students will choose either a religious or ethnic group and evaluate in written form the contributions they have made.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. From readings and class discussions a background will need to be established concerning contributions of religious and ethnic groups.

2. Identify with the students some of the ethnic and religious groups which have added to the development of the state. Include: Indians, Spanish, Greek, Oriental, Jewish, Roman Catholic, Protestant, etc. to name a few.

3. Assign students to read the Student Information Sheet and have them complete the Student Activity Sheet.

Skills:

307-855
307-856
307-875
307-878
307-879
307-884

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Secondary Social Studies
TITLE: Religious and Ethnic Groups | TOPIC: History | Student Information Sheet | 307-504 (203)

Many different ethnic and religious groups have played an important part in the development of the state of Utah. After the original settlement of Utah was made by the Mormon pioneers, several years went by before many non-Mormon groups began making Utah their home.

The early pioneers represented a wide variety of cultures. They brought their culture with them to the valley of the Great Salt Lake. Even before these pioneers settled here, several other ethnic and religious groups had played an important role in preparing Utah for settlement.

The Indian culture had previously been here and left many place names as a result. The early Catholic missionaries such as Father Escalante and others brought not only the Roman Catholic religion to the natives of the area, but explored much of what is now the state of Utah. Many of the place names we use for cities and features were named by these early Spanish explorers.

The Greeks, Jews, Oriental peoples have also played an important role in the development of the state along with related religious groups: Roman Catholics, Greek Orthodox, Baptists, and other Prostantant denominations.

In more recent times, Blacks have become an important part of the culture of Utah. Although small in numbers they have played an important role in the development of the state.

Secondary Social Studies TITLE: Religious and Ethnic Groups	TOPIC: History	Student Activity Sheet	307-504 (203)

To the student:

1. After reading about religious and ethnic groups in Utah and following a discussion with your class, choose a religious or ethnic group you would like to know more about.

2. Read about that group in your textbook or other resources about Utah.

3. Interview someone in your community who belongs to that group.

4. Write 3 or 4 paragraphs that tell about the contributions that group has made to the development of Utah.

5. Why is Utah a better place to live because of the contributions that group has made?

6. Put your papers in the place designated by your teacher.

The students will evaluate the contributions of military groups to the development of the state. (203) (V)

Secondary Social Studies

TITLE: The Military in Utah

TOPIC: History

TIME SEGMENT: 45 minutes

307-505 (203)

D

INSTRUCTIONAL OBJECTIVE:

Students will evaluate the contributions of military groups to the development of the state.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Textbooks and other resources

EVALUATION:

Students' finished activity sheet will indicate depth of thinking and evaluation of positive and negative contributions of the military.

ADAPTATIONS:

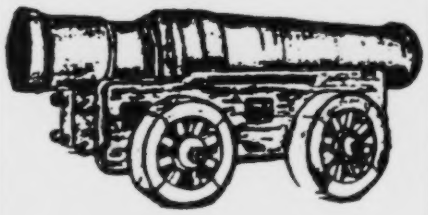
The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. After completing readings and discussing in class the role of the military in the development of the state, the student can evaluate the contributions military groups have made to Utah's development.

2. Have students read the Student Information Sheet and complete the Student Activity Sheet.



Resource: An excellent field trip experience is a visit to Fort Douglas in Salt Lake City. A walking tour of the military post and an excellent military museum is available.

Skills:

307-850
307-855
307-856

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies
TITLE: The Military in Utah
TOPIC: History
Student Information Sheet
307-505 (203)

Since the early days of Utah, the military of the United States has played an important part in Utah's history.

The period of 1850-1896 saw the building of several military outposts including Camp Floyd and Fort Douglas. These early forts had the mission of protecting settlers from the Indians. Some were built with the idea of keeping a closer watch on the Mormon settlers.

From that time on the military influence became stronger and stronger in the state. In the early 1930's the government looked to Utah as the site for military supply and repair depots such as the Ogden Arsenal and Hill Air Force Base.

During the 1940's training bases, testing facilities, and manufacturing plants related to our nation's defense were established. In more recent years industries related to research, development, and testing of missiles have been added.

Utah has been chosen as the site for such facilities because of its remote, inland location; transporatation facilities, dry climate, excellent labor supply, room for expansion, and cooperation of local officals.

The effect the military has had on Utah's economy is reflected in the number of jobs the defense industry provides to the residents of Utah. In addition to the large payroll of these military establishments, these installations and industries also purchase materials and supplies from other Utah businesses. All of this gives Utah's economy a tremendous boost.

Secondary Social Studies TITLE: The Military in Utah	TOPIC: History	Student Activity Sheet	307-505 (203)

To the student: Read the Student Information Sheet and then complete this chart looking at contributions each type of military influence has made to development of Utah. Also explore problems each might have created for the state. You may also use your textbook and other available resources to complete your chart.

Military influence	Positive contributions	Problems or negative influences
Early outposts (1850-1896)		
Military supply and repair depots		
Military test and evaluation facilities		
Defense manufacturing		
Missile testing and manufacturing sites		
Future developments which might occur.		

The students will evaluate the contributions of industry and mining to the development of the state. (203) (V)

Secondary Social Studies

TITLE: Industry and Mining in Utah

TOPIC: History

TIME SEGMENT: 2 or 3 class periods

307-506 (203)

D

INSTRUCTIONAL OBJECTIVE:

The students will evaluate the contributions of industry and mining to the development of the state.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Encyclopedias, textbooks, pamphlets, magazines, and other resources.

EVALUATION:

Students will express orally a summary of the contributions of industry and mining to the development of the state.

ADAPTATIONS:

Teacher may wish to present the material as a teacher-directed activity. The students could then follow up with the written assignments.

PROCEDURE:

To the teacher:

1. As part of the study of industry and mining in Utah, students may use textbooks, encyclopedias, other available resources to complete this activity.
2. Provide Student Information Sheet and Student Activity Sheet for your class.
3. Provide time for students to report orally to the class.

Note: The reading level of this information sheet may pose problems for some students. The teacher may need to work with some of the vocabulary with the students.

Skills:

307-850
307-853
307-855
307-856
307-878
307-879

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

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____

Secondary Social Studies TITLE: Industry and Mining in Utah	TOPIC: History	Student Information Sheet	307-506 (203)

From the early beginnings as a territory, the wealth of Utah's natural resources was apparent. Brigham Young desired that the new territory become as self-sufficient as possible. The iron ore deposits of Iron County were discovered and the early settlers even fashioned blast furnaces and set up the first iron works west of the Mississippi River.

Brigham Young hoped to conceal the gold, silver, and other valuable mineral deposits from the early settlers. He was afraid of the great influx of people that the discovery of such wealth would bring. People soon discovered the abundance of these materials especially in the Oquirrh Mountain Range and such mining as copper, gold, silver, lead, zinc, and molybdenum have become important resources for Utah and the nation.

Coal, natural gas, and oil are also found in the state. In fact, Utah has one of the nation's richest deposits of oil shale, a rock that may be used in the future as an important source of oil.

Utah's manufacturing industry has been hampered somewhat by the lack of water and the development of water resources. However, with the abundance of other natural resources, manufacturing has become a vital part of the state's economy. The chief manufacturing in Utah consists of, in order of importance:
1. primary metals, 2. non-electric machinery, and 3. food products.

In recent years, more and more smaller manufacturing concerns, especially the electronics assembly industry, have chosen to locate plants in Utah. They are attracted by the abundance of dependable workers, good transportation, strong local governmental support, a relatively low tax rate, and a good environment for living and raising families.

Secondary Social Studies TITLE: Industry and Mining in Utah	TOPIC: History	Student Activity Sheet	307_506 (203)

To the student:

1. Read the Student Information Sheet and at least two other information sources, one of which may be an encyclopedia. Find out about Utah's natural resources, mining, and manufacturing.
2. Prepare a chart, graph, or pictorial map showing the different kinds of minerals mined in Utah.
3. Prepare a short written report on the types of manufacturing done in Utah.
4. From the information gained in Step 2 and 3 above, be prepared to report orally on the contributions of industry and mining to the development of Utah.

The students will evaluate their cultural heritage, especially material culture, i.e., homes, buildings, journals, manuscripts, photography, etc. in their community and state. (601) (V)

Secondary Social Studies

TITLE: Cultural Heritage

TOPIC: History

TIME SEGMENT: 2 class periods

307-507 (601)

D

INSTRUCTIONAL OBJECTIVE:

The students will evaluate their cultural heritage, especially material culture, i.e., homes, buildings, journals, manuscripts, photography, etc. in their community and state.

MATERIALS:

Student Information Sheet	Page 1,2
Student Activity Sheets (Masters included)	Page 1,2

Dictionary

Additional resources at end of activities

Utah History textbooks

EVALUATION:

The students will complete one or two of the activities to the satisfaction of the teacher.

ADAPTATIONS:

The teacher could assign activities to small groups of students, then provide time for groups to report orally to the class.

PROCEDURE:

To the teacher:

The information sheets are designed to give students some background information about various areas of cultural heritage.

This information is not inclusive however. You will need to be sure students have adequate background to complete each set of activities. Explain the terms "Cultural heritage" and "material culture". Be sure students know what manuscripts are and why all forms of material culture are important.

Duplicate enough Student Information Sheets and Student Activity Sheets for your class.

An excellent source of information is the Utah Heritage Foundation. They have slide presentations available and can also conduct tours of the Salt Lake City Historic District.

Outside of the Salt Lake City area, a local historian could be used as a resource for local cultural heritage.

Skills: 307-850 307-853 307-855	Evaluation and Comments on Activity: Students: ______________________________ ______________________________ ______________________________ Teacher: ______________________________ ______________________________ ______________________________

Brigham Young liked adobe. He even thought the Salt Lake Temple should be made of it. The color of the adobe makes it blend nicely with its surroundings. Adobe also lasted a long time in Utah's climate; the oldest parts of the Beehive House are built of adobe.

People in various areas of the state used whatever materials they had. For example, Mormons in southern Utah's Pine Valley milled local timber. In places like Spring City and Farmington, rock houses were often built.

About 1860 brick mills were begun, so brick became the most common material.

Resources

Teaching Concepts of Architecture in the Schools
by Allen D. Roberts for Jordan School District

Historic Buildings Along South Temple Street
by Utah Heritage Foundation

Salt Lake City Sketch Book
by J. Hogue Case

Utah
A guide to 11 tours of Utah Historic Sites
by Utah Heritage Foundation

various issues Utah Historical Quarterly

Teaching kits
Utah State Historical Society
Presentation section
Dr. John McCormick

Secondary Social Studies TITLE: Cultural Heritage	TOPIC: History	Student Activity Sheet	307-507 (601)

To the student:

Architecture is all around us. It is the design and plan of churches, homes, schools, and all other buildings. In all parts of Utah there are many types of architecture.

Choose one or two of the following activities:

1. Study the sheet of old house styles. Pick an old house in your neighborhood. Decide what architectural style (s) was being used in that building. There may be parts of several styles used.

2. Look at a series of sketches of old homes. Choose three you would like in your neighborhood. Give the reason for your choice. What materials were used in constructing the home (adobe, cement, etc.)?

3. Using milk cartons or other materials, make a house using one architectural style.

4. Look up the definition of the following terms: arch, cornice, dome, lintel, quoin, turret, columns, pediment, capitals, frieze.

5. Take the South Temple Historic District Tour. Complete the chart.

SOUTH TEMPLE HISTORIC DISTRICT TOUR

Directions: Visit each of the buildings and put a check mark by the structures you can find on it. You may want to take along your list of architecture words. (If you start on 9th East and South Temple and drive west, you will be able to stop in front of most of the buildings.)

	Arches Which?	Cornice	Dormer	Lintel	Quoins	Turret	Columns	Capitals Which?	Pediment	Frieze	Other?
Union Pacific Depot 4th West So. T.											
Devereaux House 334 West So. T.											
Hotel Utah So. T. Main											
Lion House 63 East So. T.											
Beehive House 67 East So. T.											
Eagle Gate Apts. State So. T.											
Alta Club 1st East So. T.											
Cathedral of the Madeleine 331 East So. T.											
Wall Mansion 411 East S. T.											
Keith-Brown Mansion 529 East So. T.											
Cosgriff Home 548 East So. T.											
Kearns Ma[illegible] 603 Eas[illegible] T.											

SECONDARY SOCIAL STUDIES ECONOMICS INSTRUCTIONAL OBJECTIVE 307-601

The students will describe the effects of Utah's geographic factors on economic decisions. (103) (P)

Secondary Social Studies
TITLE: Geography Affects Economic Decisions

TOPIC: Economics
TIME SEGMENT: 1 class period

307-601 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the effects of Utah's geographic factors on economic decisions.

MATERIALS:

Student Information Sheet
Student Activity Sheets Pages 1,2
(Masters included)
Texts, encyclopedias, other related material.

EVALUATION:

Students in a small group will be able to discuss and relate how geographic factors effect economic decisions. The chart completed by the students will be done to the teacher's satisfaction.

ADAPTATIONS:

This activity could be done on an individual basis.

The teacher may want the students to make large charts for display in the classroom.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.
2. Before this activity is assigned the students should be given (through selected reading and class discussion) a good background in the effect of geographic factors on economic decisions.
3. Divide the class into two or three small discussion groups.
4. Each group will read together the Student Information Sheet and complete the Student Activity Sheet.

Skills:

307-827
307-850
307-854
307-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Geography Affects Economic Decisions	TOPIC: Economics	Student Information Sheet	307-601 (103)

The geography of Utah affects many aspects of our life. The kinds of homes we build, the kinds of cars we drive, the food we eat, the clothes we wear are all affected by such geographical factors as climate, types of land regions, our rivers and lakes, mountain ranges, and our location in North America.

Study the facts below and use them in making decisions on the attached chart.

GEOGRAPHICAL FACTS:

You live in Milford, Utah, located in the southern part of the state. Milford is situated in a flat desert-like terrain.

Population 1,304

Average temperature:	January	36	F	high
		12	F	low
	July	93	F	high
		56	F	low

Rainfall 8 to 16 inches per year

There are no major rivers or lakes nearby
The desert area is subject to high winds and frequent dust storms.
Nearest population center is Cedar City approximately 45 miles away.
Nearest metropolitan area is Salt Lake City approximately 180 miles away.
Nearby mountain ranges are rich in minerals especially silver.
Community dependent upon farming and agriculture. It is also a leading railroad center.

To the student:

1. From your reading and class discussion you should have a good understanding of the ways that geography affects economic decisions.

2. You will be assigned to a small discussion group. As a group, look at the geographic factors listed on the Student Activity Sheet.

3. Discuss also which economic decisions would be affected by each of the geographical factors and list these decisions on the chart.

4. Put the names of the students in the group at the bottom of the chart.

5. When you have completed the activity, put your charts in the place that the teacher has designated.

Geographical Factors	What economic decisions would be affected? (food, clothing, shelter, entertainment, etc.)
1. Climate	
2. Closeness to large metropolitan areas	
3. Location	
4. Water supply	
5. Soil conditions	
6. Topography (land formation)	

The students will describe the effects of Utah's political factors on economic decisions. (103) (P)

Secondary Social Studies Political Factors
TITLE: and Personal Economic Decisions

TOPIC: Economics
TIME SEGMENT: 1 class period

307-002 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the effects of Utah's political factors on personal economic decisions.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

The students will be able to describe the effects of Utah's political factors on personal economic decisions to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the special needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Information and Student Activity Sheets for the class.

2. Before this activity is assigned the students shouls have, through selected reading and class discussion, a good understanding of the effects of Utah's political factors on personal economic decisions.

3. Assign the activity.

Skills:

307-850
307-853
307-856
307-875

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

____

____

Secondary Social Studies Political Factors TITLE: and Personal Economic Decisions	TOPIC: Economics	Student Information Sheet	307-002 (103)

Do you live in Utah because it is where your dad or mom could have the best job? The company for which your dad or mom works might be in the state because political factors made locating in Utah a wise choice. Tax laws, pollution standards, and right-to-work laws, etc. are political factors. These political factors often determine what businesses come into Utah.

Political factors affect you as well as they do your mom and dad. You are at the age that you will soon be thinking about getting a job. Perhaps you have had a job already. Perhaps you have done yardwork or tended children for your parents or neighbors for money. Perhaps you have had a regular job, such as delivering newspapers or running errands before or after school. The law requires that you be in school at your age, though, so you should not have had a full time job yet.

Have you ever heard of child labor laws? These laws are written to protect people who work before the age of eighteen. During the 18th and 19th centuries there were no child labor laws. Factory owners used young children as laborers. The children, sometimes as young as five or six years of age, worked long hours and were paid very little. The children often worked all day in mines or with dangerous machinery. Finally, public opinion forced lawmakers to pass laws to protect children from this.

These laws may affect where you work. They can tell, too, at what age a person can work and at which hours during the day. The laws also tell which kinds of machinery young people may use. Child labor laws try to insure that children work under safe and reasonable conditions.

Secondary Social Studies TITLE: Political Factors and Personal Economic Decisions	TOPIC: Economics	Student Activity Sheet	307-602 (103)

To the student:

1. From your reading and through class discussion, you should have a good understanding of the influence Utah's political factors have on personal economic decisions.

2. Read Student Information Sheet

3. On a separate piece of paper write down as many reasons as you can why you think there are labor laws for children up to 18 years of age.

4. Then look in an encyclopedia or history book under "Child Labor Laws." Add to your list any reasons that you can after you read about child labor laws.

5. When you have finished, put your paper in the place designated by your teacher.

The students will describe the effects of Utah's technology on economic decisions. (418) (P)

Secondary Social Studies

TITLE: Technology and Economic Decisions in Utah

TOPIC: Economics

TIME SEGMENT: 1 class period

307-603 (418)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the effects of technology on the personal economic decisions of people in Utah.

MATERIALS:

Student Information Sheet
Student Activity Sheet (masters included)

EVALUATION:

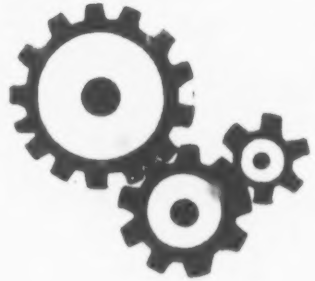
The students shall be able to list, to the teacher's satisfaction, the effects of technology that determine not only the choice of automobiles available in Utah, but also help decide personal choice of a car.

ADAPTATIONS:

If the community does not have a small car dealership, a mechanic or a person who understands cars could be invited to speak.

PROCEDURE:

To the teacher:



1. Give the students information on the personal economic decisions of people in Utah. The information sheet may be used as well as any other information that seems appropriate.

2. Invite a dealer of small cars to the class. Ask him to explain why people are increasingly buying small cars rather than large ones. He could describe the technology that goes into a small car to make it more fuel-efficient. He might give the advantages of a large car, as well. Have him list the advantages and disadvantages with student contributions, on each size on the board.

3. Have the students pretend that they are car buyers. Take a poll to see which size car they would buy.

Skills:

307-850
307-853
307-855
307-875
307-876

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Technology and Economic Decisions in Utah	TOPIC: Economics	Student Information Sheet	307-603 (418)

Technology has made a great difference in the lives of everyone in Utah as well as in most places in the world. Electronics has changed people's living patterns. How many hours do we spend in front of the television or listening to radio, tapes and records? Many of us use highly sophisticated, but now inexpensive, calculators. Some of the calculators are as small as credit cards. Electronic television games are becoming common in homes. Home computers are being improved rapidly. The cost of them is decreasing, and computers will be seen in homes in greater numbers.

Machines of all kinds help us in homes and businesses. Most people value their time so highly now that they are willing to spend money for machines that will save them time. Microwave ovens, instant copying machines, and the like are becoming more and more a part of peoples' lives at home and at work.

In Utah, as in so many parts of the country, people depend on cars to get them to school, to work, to shopping centers, to the doctor, to church, to town, to grandparents, etc. As long as fuel is available, people will probably operate cars, in spite of the cost.

Because of the increasing cost and scarcity of gas, people are becoming more selective about the cars they are buying. Technology has made possible more fuel-efficient cars.

Secondary Social Studies TITLE: Technology and Economic Decisions in Utah	TOPIC: Economics	Student Activity Sheet	307-603 (418)

To the student:

1. From your reading and class discussion, you should have an understanding of the effects of technology on the personal economics decisions of people in Utah.

2. Listen carefully to the guest speaker on cars. In the course of his talk, he will mention ways in which technology has affected the car industry. Since most people in Utah will buy a car at some point during their lifetime, technology will affect the personal economic decisions of nearly everyone in the state in this area.

3. As the speaker mentions these effects of technology, write them down.

4. After the speaker has finished, put your name on your list and put it in the place designated by your teacher.

The students will describe the manner in which population, taste, income, complements, and substitutes influence demand on such things as food habits. (506) (N, V)

Secondary Social Studies

TITLE: May I Take Your Order, Please?

TOPIC: Economics

TIME SEGMENT: 20 minutes

307-604 (506)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the manner in which population, taste, income, compliments and substitutes influence demand on such things as food habits.

MATERIALS:

Student Information Sheet
Student Activity Sheet Pages 1,2
(Masters included)

EVALUATION:

The students will be able to analyze the effects on their own food choices of such factors as population, taste, income, compliments and substitutes by completing the activity to the teacher's satisfaction.

ADAPTATIONS:

The teacher should feel free to adopt this activity to the needs of the class.

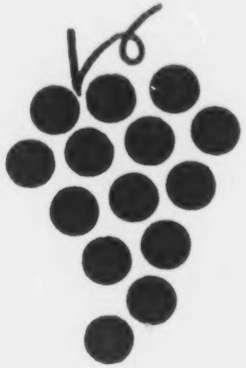
PROCEDURE:

To the teacher:

1. From selected reading and class discussio provide a background for this activity.

2. Duplicate enough Student Information Sheets and Student Activity Sheets for the class.

3. Assign the activity.



Skills:

307-825
307-850
307-853
307-854
307-856
307-876

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: May I Take Your Order, Please?	TOPIC: Economics	Student Information Sheet	307-604 (506)

What you eat is determined by many things: Where you live, how much money you have to spend on food, the food habits of the family from which you come, your personal tastes, what food is available, etc. It is interesting to understand why you choose the foods you do.

If you live in an area where there are groups from other cultures, you are probably familiar with their foods. The southwestern United States has felt the effect of being close to Mexico. Mexican food has been tremendously popular in this part of the country. If you have lived in other parts of the country, you may have brought regional preferences with you.

If you live in a rural area, you probably grow a good deal of your own food. In a very small town there might not be any cafes or fast food places.

If you live in a larger town or city, there will be many fast food places, and a number of restaurants. Cities have supermarkets with a vast variety of foods available. Some people in the city grow some of their own food in small plots or containers in their yards.

If you have traveled, you may have acquired a taste for new regional or foreign dishes.

Your food habits may depend some on your personality. If you are adventurous and like to try new foods, you may have aquired a taste for the unusual.

Secondary Social Studies TITLE: May I Take Your Order, Please?	TOPIC: Economics	Student Activity Sheet Page 2	307-604 (506)

5. What fresh fruits and vegetables are produced and available in your neighborhood? These must be grown in your locale. To be counted the produce must not be bought from a store that has had them trucked in from out of the area. During which months are these fruits and vegetables available?

6. What is your favorite dinner at home? Why is this your favorite home-cooked dinner? Reason through it as you did in question one.

7. When you have finished, put your paper in the place designated by your teacher.

Secondary Social Studies TITLE: May I Take Your Order, Please?	TOPIC: Economics	Student Activity Sheet Page 1	307-604 (506)

To the student:

1. From your reading and class discussion you should have a background in the influences on food habits.

2. Read Information Sheet.

3. On a separate piece of paper complete the following activities:

4. You are dining at a fine restaurant. The restaurant prides itself on its cosmopolitan menu. That means that the chef prepares dishes from all over the world. You read the menu. Choose the main course that appeals to you most.

Veal Ragout
Lomi lomi Salmon
Sirloin Steak
Snails a la Bourguignonne
Chicken Tetrazzini
Stuffed Spring Lamb
Cheese Enchiladas
Hamburger Sandwich
Broiled Lobster
Gekochtes Schweinefleisch
Shrimp Tempura

Now, tell why you chose it. What factors in your past life have gone into your choice.

5. What fresh fruits and vegetables are produced and available in your neighborhood? These must be grown in your locale. To be counted the produce must not be bought from a store that has had them trucked in from out of the area. During which months are these fruits and vegetables available?

6. What is your favorite dinner at home? Why is this your favorite home-cooked dinner? Reason through it as you did in question one.

7. When you have finished, put your paper in the place designated by your teacher.

The students will describe the development, structure and services of local governments in Utah to include county and city governments. (103)

Secondary Social Studies

TITLE: County and City Government in Utah

TOPIC: Political Science

TIME SEGMENT: 2 or 3 class periods

307-701 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the development, structure and services of local governments in Utah to include county and city governments.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Overhead transparency pattern
(Masters included)

EVALUATION:

Students will draw a diagram to the teacher's satisfaction showing the structure of their own county and city government illustrating some of the basic services delivered to the people.

ADAPTATIONS: For those who wish to carry this objective one step further, the class might be organized into a mock county organization. Role play the various elected and appointed officials and have students look into local problems that would come under the jurisdiction of the official they are role playing.

PROCEDURE:

To the teacher:

1. Using the information provided on the Student Information Sheet and on the two transparencies, discuss with the students city and county governments. Emphasize the services each government provides for its citizens.

2. On the following day invite one of the local county commissioners to the class to talk about the organization of your county government.

3. The next day invite the mayor or a city councilman from your community to talk to the class about the form of city government being used in your municipality.

4. Have the students complete a diagram of the local governments.

NOTE: The reading level of this information sheet may pose problems for some students. The teacher may need to work with some of the vocabulary with students.

Skills:

307-827
307-875
307-884

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: County and City Government in Utah	TOPIC: Political Science	Student Information Sheet	307-701 (103)

Government at all levels is needed to provide services, regulate, and protect the citizens. The state consitution provides for government units to be established at the county level. The constitution recognizes the twenty nine counties that were in existence in 1896. Certain responsibilities are given to these counties such as the collection of taxes. County government is also responsible for the building and caring for county roads and bridges. They also keep records of property deeds, mortgages, marriages, and other legal records.

Voters in the county elect three county commissioners each of whom supervises certain functions or departments. One commissioner might be over roads, another over health services in the county, and another in charge of financial matters. These commissioners appoint local board members to oversee other county functions such as the Board of Health, Library Board, Planning Commission, etc.

Cities in the state, depending upon their size and local needs, have the option of chartering their own form of government within certain guidelines. In all cases a mayor and councilman or commissioners are elected by the voters. Each of these persons heads a department overseeing services to the city. Some plans give the mayor, alone, executive functions of overseeing departments. Some cities have adopted still another option of hiring a full time city manager to handle the administrative aspects of running the city.

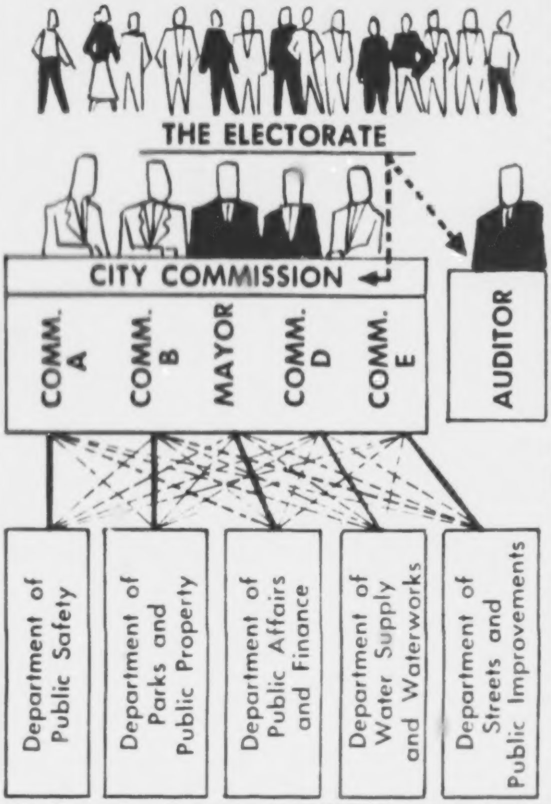
Secondary Social Studies TITLE: County and City Government in Utah	TOPIC: Political Science	Student Activity Sheet	307-701 (103)

To the student:

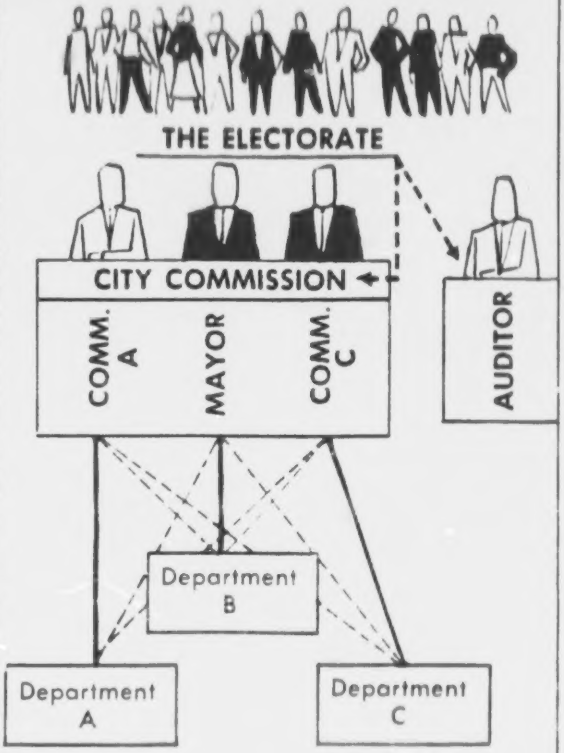
1. After the class discussion on city and county governments and the representatives of the two governments have spoken to the class, draw a diagram showing the structures of your own county and city governments. Also list under the appropriate departments some of the basic services provided for the people.

2. When you have completed the activity, put your paper in the place designated by your teacher.

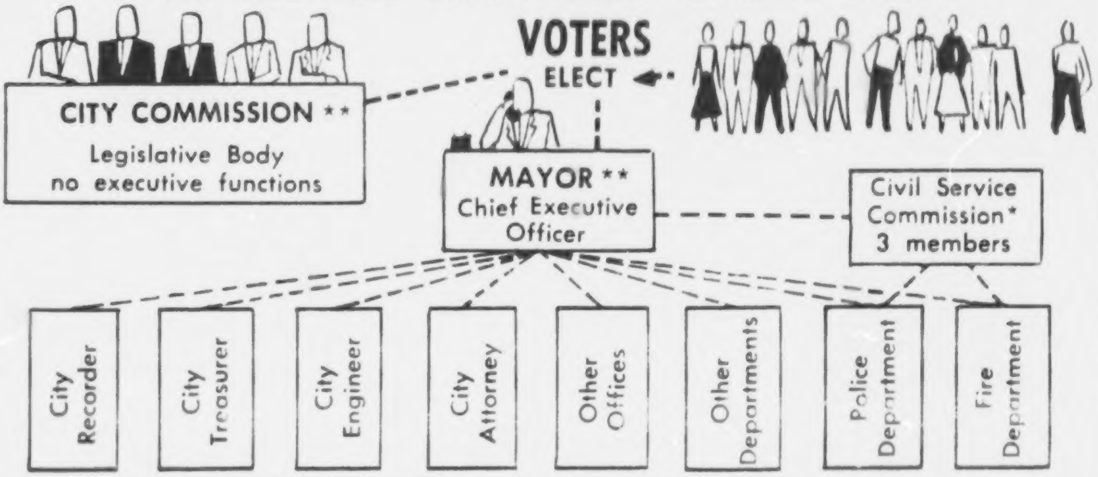
Municipal Government in Utah First Class Cities


THE ELECTORATE
CITY COMMISSION
COMM. A
COMM. B
MAYOR
COMM. D
COMM. E
AUDITOR
Department of Public Safety
Department of Parks and Public Property
Department of Public Affairs and Finance
Department of Water Supply and Waterworks
Department of Streets and Public Improvements

Municipal Government in Utah Second Class Cities


THE ELECTORATE
CITY COMMISSION
COMM. A
MAYOR
COMM. C
AUDITOR
Department B
Department A
Department C

Optional Mayor-Council Form of Government For First and Second Class Cities in Utah

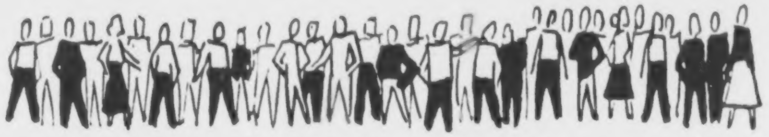

VOTERS
ELECT
CITY COMMISSION **
Legislative Body
no executive functions
MAYOR **
Chief Executive Officer
Civil Service Commission*
3 members
City Recorder
City Treasurer
City Engineer
City Attorney
Other Offices
Other Departments
Police Department
Fire Department

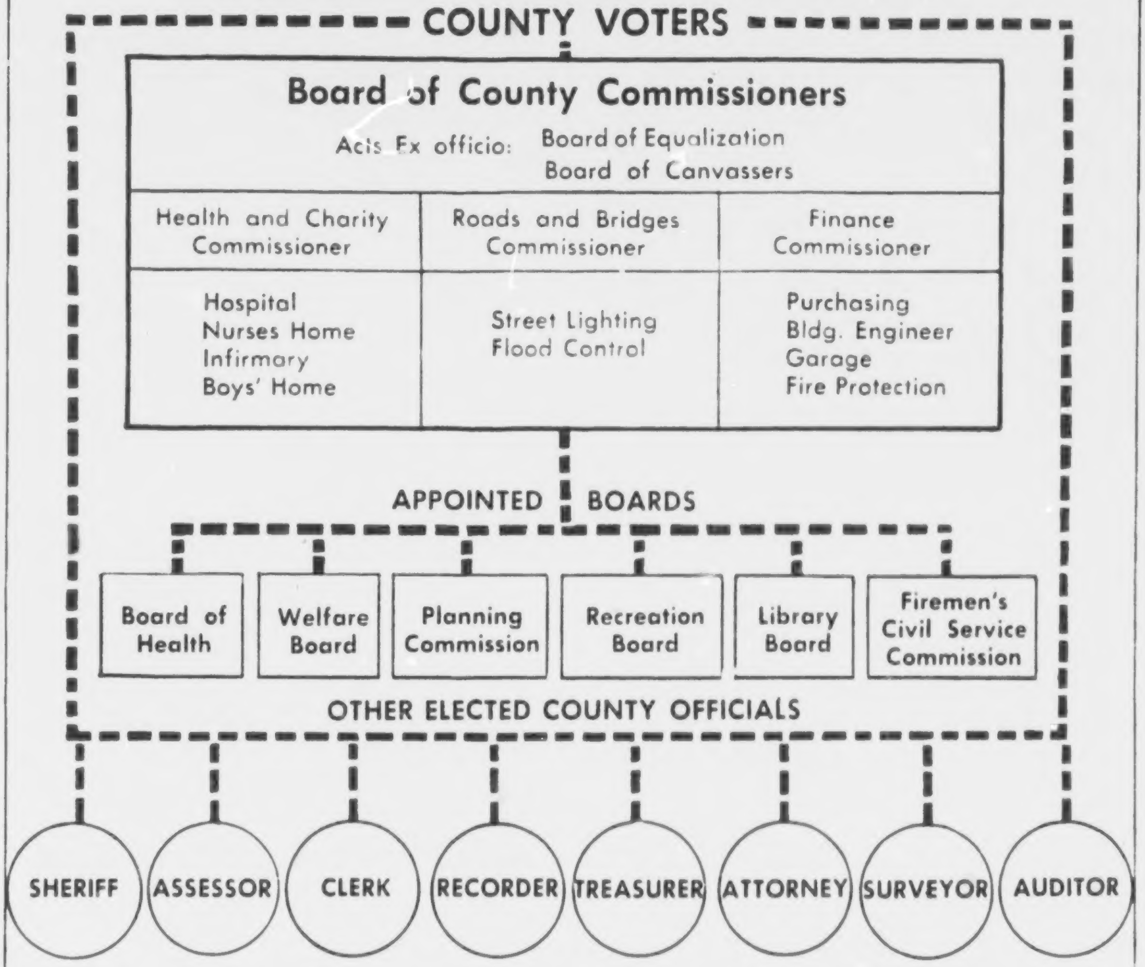
*In first class cities, the Health Department is also under classified civil service.

**Mayor's appointments require Commission approval.
Commission enactments subject to Mayor's veto.

PREPARED BY UTAH FOUNDATION

Organization Of A Typical County Government In Utah




COUNTY VOTERS
Board of County Commissioners
Acts Ex officio: Board of Equalization
Board of Canvassers
Health and Charity Commissioner
Roads and Bridges Commissioner
Finance Commissioner
Hospital
Nurses Home
Infirmary
Boys' Home
Street Lighting
Flood Control
Purchasing
Bldg. Engineer
Garage
Fire Protection
APPOINTED BOARDS
Board of Health
Welfare Board
Planning Commission
Recreation Board
Library Board
Firemen's Civil Service Commission
OTHER ELECTED COUNTY OFFICIALS
SHERIFF
ASSESSOR
CLERK
RECORDER
TREASURER
ATTORNEY
SURVEYOR
AUDITOR

NOTE:

This chart illustrates the typical organizational structure of a county that is fully staffed. In many of the smaller counties, some of the functions and the appointed boards shown do not exist. Moreover, some counties combine two or more of the elective offices, such as clerk-auditor or clerk-auditor-recorder. In addition, the smaller counties do not provide for the election of a surveyor.

PREPARED BY UTAH FOUNDATION

The students will describe the development, structure, and services of the state government to include the executive, legislative, and judicial branches. (103)

Secondary Social Studies
TITLE: State Government

TOPIC: History
TIME SEGMENT: 40 to 50 minutes

307-702 (103)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the development, structure, and services of the state government to include the executive, legislative and judicial branches.

MATERIALS:

Student Information Sheet	Pages 1, 2
Student Activity Sheet (Masters included)	

EVALUATION:

Students will complete the activity chart. to the satisfaction of the teacher.

ADAPTATIONS:

The teacher may want to have the students work in small groups.

PROCEDURE:

To the teacher:

1. This activity should follow class discussion and selected readings in the area of state government, especially dealing with the three branches of government.
2. Duplicate Student Information Sheet and Student Activity Sheets for your class.
3. Explain the activity sheet to the students.
4. Allow time for students to complete the activities.

Note: The reading level of this information sheet may pose problems for some students. The teacher may need to work with some of the vocabulary with the students.

Skills:

307-850
307-855

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: State Government	TOPIC: History	Student Information Sheet Page 1	307-702 (103)

The students will describe the development, structure, and services of the state government to include the executive, legislative, and judicial branches.

Legislative Branch

The lesiglative branch of government is the Utah House of Representatives and the Senate. These two branches form the Utah State Legislature.

The main job of the legislature is to make laws. The legislature can also propose amendments to the constitution and confirm appointments made by the governor. It investigates lawmaking matters, and would act as a court if a high state office were being impeached.

The house and senate meet 60 days every other year. On alternate years, they can call special sessions. During a legislative session, the house and senate 1) elect officers, 2) listen to the governor's message, 3) form committees, 4) write bills to be considered as laws, and 5) vote on bills.

Executive Branch

The governor, secretary of state, state auditor, state treasurer, attorney general head the executive branch of government. The governor is the leader of the executive branch. He executes state laws, administers the state government, informs the legislature about state conditions, and suggests bills. The secretary of state records the events of the legislature and executive branch. He acts as governor when the governor is absent. The state auditor inspects state financial records. The state treasurer is responsible for the public moneys. The attorney general is attorney to all state offices and provides the governor with legal advice.

Various departments, boards and commissions have been organized to help the executive offices. These groups oversee land, health, taxation, fish and game, etc.

Judicial Branch

State courts have three levels. One level is the courts of limited jurisdiction; another level is district or trial courts. The third level is the state supreme court. Limited jurisdiction levels are responsible for specific aspects of law. For example, small claims courts handle cases involving less than $50. Justice of the peace courts work in the part of the county where the justices are elected. They handle cases involving less than $300. City courts operate in county seats larger than 5,000 and in other cities over 15,000 population. (The population size determines the number of judges.) Juvenile courts deal with people under 18 years of age, unless the crime is a felony.

District courts are trial courts; they operate in Utah's seven judicial districts. They supervise the courts of limited jurisdiction. Cases from lower courts may be appealed to them.

The Utah State Supreme Court is the highest court. It can ask state officers or others to do or not to do certain things. It is also an appellate court; meaning the court which handles appeals from the district courts.

Early Government

Before 1970, Mormon officials chose all governmental leaders. The coming of the railroad and the beginning of mining brought other interests into the state. Political parties also were organized.

Federal judges had come to Utah early in its history. They had not been accepted by the Mormon population, who still took their legal problems to their bishops. Many non-Mormons believed they couldn't get a fair hearing in the Mormon courts. They used the civil courts for their legal needs.

Utah became a state in 1896, but the state constitution was written in 1895. That constitution stands today, and it has been amended over fifty-five times. The Utah State Constitution gave women the right to vote.

Secondary Social Studies TITLE: State Government	TOPIC: History	Student Activity Sheet	307-702 (103)

To the student:

Make a chart with columns labeled executive, legislative, judicial. Under each column, list the offices or divisions in that branch of government.

Write under each office or division its main responsibility.

Turn your paper in to the place designated by your teacher.

The students will describe the structure of the federal government as it relates to the state and local governments in Utah. (103)

Secondary Social Studies

TITLE: Relation of the Three Levels of Government

TOPIC: Political Science

TIME SEGMENT: 20 minutes

307-703 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will describe the structure of the federal government as it relates to the state and local government in Utah.

MATERIALS:

Student Information Sheet
Student Activity Sheet (Masters included)
Chart showing federal & state governments. (Master from which a transparency should be made.)
Play money or slips of paper representing money.
A sheet of paper representing the annual federal budget.

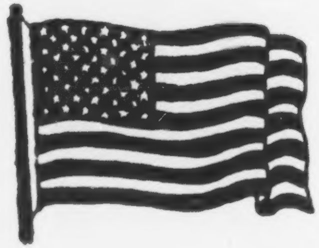
EVALUATION:

The students will be able to accurately describe the structure of the federal government as it relates to the state and local government in Utah.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:



To the teacher:

1. Make an overhead transparency of the chart. Show the transparency. Give the students the information on the Student Information Sheet plus any other information that seems pertinent.

2. Ask a student to represent the following people or units of government: Taxpayer, Treasury Department, Congress, State Board of Education, Local School District. A tag telling who or what he is should be pinned on each student participating.

3. Have the students go to the front of the class. Give the play money to the Taxpayer and the "budget" to Congress. Explain to the class that by showing where tax money goes in one instance, we can see the relation and interaction of federal, state and local governments. Tell the class that the taxpayer sends his tax money to the Treasury. (At this point have the taxpayer give his money to the Treasury and whenever money is mentioned hereafter it would be given to the next person). Congress votes on the yearly budget and lets the Treasury know what it is. (Congress gives the "budget" to the Treasury). The Treasury sends some funds to the Utah State Board of Education. The State Board of Education sends some funds to the local school district.

Skills:

307-850
307-854

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Secondary Social Studies TITLE: Relation of the Three Levels of Government	TOPIC: Political Science	Student Information Sheet	307-703 (103)

The students should note the charts on federal and state governments. Their structures are much the same. Sometimes both governments exercise authority in the same area. However, the two stay within their own fields of power. The courts decide who has jurisdiction if there is a dispute. More and more in recent decades there has been cooperation between federal, state, and local governments. They all interact to bring the programs to the people.

The legislative, executive, and judical branches of the federal government are all involved with the interaction with state and local governments. Laws are passed by Congress that affect Utah. Some of these laws are meant to regulate only. In this case, directives are sent to the state agencies to tell them about the laws. Some laws require funding. Congress passes a budget each year to fund the programs. The Treasury is the department that dispenses the funds. At times funds do not go through the state. Some funds are given directly from the Treasury to the local unit or person. Sometimes the funds go to state agencies first. From there they are dispensed locally.

Cases that have been tried in state courts sometimes are appealed to federal courts. The federal courts will handle cases in which there is a constitutional question involved.

UNITED STATES GOVERNMENT

- Legislative Branch
  - **Congress**
    - Senate - House of Representatives
- Executive Branch
  - President
  - **Cabinet**
    - state treasury
    - defence
    - justice
    - interior
    - agriculture
    - commerce
    - labor
    - education
    - health & welfare
    - housing & urban development
    - transportation energy
  - **Independent Agencies**
    - space & aeronautics
    - nuclear energy
    - banking & finance
    - civil service
    - communications
    - farm credit
    - home loans
    - information services
    - interstate commerce
    - labor relations
    - railroad retirement
    - science
    - securities & exchange
    - small business
    - tariffs
    - trade
    - veterans affairs
- Judicial Branch
  - **Courts**
    - supreme court
    - lower federal courts

UTAH STATE GOVERNMENT

- Legislative Branch
  - **State Legislature**
    - Senate - House of Representatives
- Executive branch
  - Governor
    - Lieutenant Gov.
    - Secretary of State
    - Treasurer
    - Attorney General
    - Auditor
    - departments, divisions, bureaus, boards, commissions, such as:
      - fish & game
      - education
      - higher education
      - taxation
      - state roads
      - finance
      - welfare
      - health
      - industry
      - water & power
      - retirement systems
      - agriculture
      - insurance
      - corrections
      - public safety
      - park & recreation, etc.
- Judicial Branch
  - **Courts**
    - Supreme court
    - Lower courts

The students will describe the major functions of government in Utah (regulatory, economic, and protective) and illustrate how an effective citizen can participate in government. (402)

Secondary Social Studies
TITLE: Functions of Government

TOPIC: Political Science
TIME SEGMENT: 1 class period

307-704 (402)
D

INSTRUCTIONAL OBJECTIVE:

The students will describe the major functions of government in Utah (regulatory, economic, and protective) and illustrate how an effective citizen can participate in government.

MATERIALS:

Student Information Sheet
Student Activity Sheet Pages 1, 2
Other available textbook and media resources
(Masters included)

EVALUATION:

Students will classify a list of governmental departments and services according to the function of government they best illustrate.

Students will also express in writing the ways an effective citizen can participate in government.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

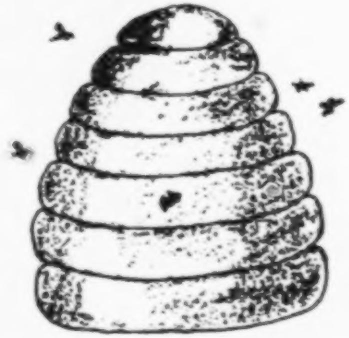
To the teacher:

1. Provide a background for the class on the major functions of government in Utah through assigned readings and class discussions.

2. Duplicate enough Student Information Sheets and Student Activity Sheets for your class.

3. Provide ample time for students to complete the activities.

4. Collect and evaluate the student's completed activities.



Note: The reading level of this information sheet may pose problems for some students. The teacher may need to work with some of the vocabulary with the students.

Skills:

307-850
307-856

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Functions of Government	TOPIC: Political Science	Student Information Sheet	307-704 (402)

From the time you get up in the morning until you go to bed at night, and even as you are sleeping, government is affecting your life in some way.

Through its economic functions the state and local governments provide services in the form of the water you drink, the sidewalks you walk on, the streets you travel to school on, the delivery of the mail, and financing the school you attend. The citizens, of course, contribute to these economic services in the form of property taxes, income taxes, and sales taxes on purchases.

Another function of government that touches your life is the regulatory functions government serves. The state constitution provides for the regulation of corporations, railroads, trucking and other common carriers, and public utilities. The schools you attend are also under the regulation of state and local governments.

A third, and more obvious function of government, is protective services. The police and fire protection in your community are examples of this type of service. Whenever people are living in groups, organized government and laws are needed to guarantee the rights of individual citizens. The laws developed by organized government are for your protection, help, or control of people's actions. Because government affects so many aspects of your life, it is important that you as a citizen keep informed and take an active part in the operation of that government.

Beyond doing your obvious duty of registering and voting in elections, an effective citizen can keep informed by attending city council or county commission meetings or even county and state convention of your party. Involvement in government includes writing to your elected representatives at all levels to express your concerns and feelings on important issues.

Secondary Social Studies TITLE: Functions of Government	TOPIC: Political Science	Student Activity Sheet Page 1	307-704 (402)

To the student: After reading the Student Information Sheet, look at the list of governmental departments and services listed below. Put them under the proper heading of Regulatory, Economic, or Protective functions of government. Note: Some items may fit in more than one category. When you have finished the assignment, put your paper in the place designated by your teacher.

compulsory attendance at school law
provision for a water treatment plant
provision for a fire department
55 mph speed limit
the Highway Patrol
collection of property taxes
an educational system
licensing your automobile
safety inspection of automobiles
Utah National Guard
interstate commerce rules
county highway maintenance
U.S. Postal Service
National Department of Defense
rules for incorporating a new business
requirements for a building permit
fire inspection of a local school
County Sanitation Department

REGULATORY   ECONOMIC   PROTECTIVE

Secondary Social Studies TITLE: Functions of Government	TOPIC: Political Science	Student Activity Sheet Page 2	307-704 (402)

Directions: After reading the Student Information Sheet, answer the following questions concerning citizen involvement in government. When you are finished, put your paper in the place designated by the teacher.

1. Why is it so important for a citizen to keep informed and take an active role in government affairs?

2. How can the average citizen keep up to date on what their local or state government is doing?

3. Describe the process one would go through to be able to participate in the county convention of the party of your choice?

4. Choose an issue that is currently being discussed in your state legislature or national Congress. Obtain the address of one of your elected representatives and write him a letter letting him know how you feel about that issue.

The students will identify the major components of the Utah Constitution. (102) (V)

Secondary Social Studies TITLE: Getting to Know Utah's Constitution	TOPIC: Political Science TIME SEGMENT:	307-705 (102) D

INSTRUCTIONAL OBJECTIVE:

The students will identify the major components of the Utah constitution.

MATERIALS:

Teacher Information Sheet Pages 1,2
Student Activity Sheet (Masters included)
Overhead transparency

EVALUATION:

Students will know that the constitution consists of a preamble and 24 articles. They will accurately complete the blanks in a selection showing knowledge of provisions for individual rights and for the pattern of state government.

ADAPTATIONS:

Teacher Information Sheets could be duplicated for the students to study independently prior to completing the activity.

413

PROCEDURE:

To the teacher:

1. The teacher information sheet has a summary of the major provisions or components of the Utah State Constitution.

2. Using this information and the overhead transparency visual, develop with the students the components of the Constitution including: Preamble, twenty-four articles, and provisions for changing it.

3. Hand out the Student Activity Sheets and give students time to fill in the blanks as a review of those major components.

Note: A copy of the full Utah Constitution can be obtained from the State Archives and Record Office, State Capitol Building Room 28.

*The reading level of this information sheet may pose problems for some students. Some of the material is taken directly from the state constitution and therefore has some difficult vocabulary.

414

Skills:

307-850
307-853

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Getting to Know Utah's Constitution	TOPIC: Political Science	Teacher Information Sheet Page 1	307-705 (102)

At the time of statehood for Utah in 1896, America as a nation had become well established. Utah was the 45th state to be admitted to the union and the ideals of American democracy had been tried and proved. The Utah Constitution restated those ideals of democracy. In the preamble this reaffirmation is made plain:

> "Grateful to Almighty God for life and liberty, we, the people of Utah, in order to secure and perpetuate the principles of free government, do ordain and establish this Constitution."

The Constitution of Utah consists of this preamble and twenty four articles dealing with the various aspects of government in Utah.

Article I is the important declaration of rights of the individuals. It is sometimes referred to as the civil liberties article. Section I reads: "All men have the inherent and inalienable right to enjoy and defend their lives and liberties; to acquire, possess and protect property; to worship according to the dictates of their consciences; to assemble peaceably, protest against wrongs, and petition for redress of grievances; to communicate freely their thoughts and opinions, being responsible for the abuse of that right." The details of individual rights are basically the same as those stated in the Bill of Rights of the federal Constitution.

Some special provisions were written into Utah's constitution regarding religious freedom. These provisions were emphasized because of some of the religious problems that had to be overcome in order for statehood to be granted. Specific mention is made of "no union of church and state, nor shall any church dominate the state or interfere with its functions." "Perfect toleration of religion" is guaranteed to individuals.

The state government is patterned after that of the Federal government with three branches: legislative, executive, and judicial. The same distribution of power with checks and balances as provided by the federal system exists in V, VI, VII, and VIII.

Article X provides for the establishment by the legislature of a uniform school system "which shall be open to all children of the State, and free from sectarian control." The role of the state in general control and supervision of the public schools is provided for. The election of a State Board of Education is provided by law with that board then appointing the State Superintendent to Public Instruction.

Article XI establishes the basis for city and county government in the state. The constitution recognized the twenty nine countries that were in existence in 1896 and instructed the legislature to establish a system of uniform county governments.

Revenue and taxation authority is covered under Article XIII. The property tax is discussed, exemptions are indicated, and the authority of local governments to levy local taxes is also specified.

Flexibility for dealing with future problems was provided in Article XXIII stating that the constitution may be amended or changed by a 2/3 vote of the legislature and by a majority vote of the citizens of the state.

The Utah Constitution

CONSISTS OF 24 ARTICLES DEALING WITH . . .

I. RIGHTS OF INDIVIDUALS

II. BOUNDARIES

III. RELIGIOUS TOLERANCE, ETC.

IV. ELECTIONS

V. DISTRIBUTION OF POWERS

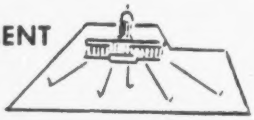
LEGISLATIVE
EXECUTIVE
JUDICIAL

VI. LEGISLATIVE DEPARTMENT

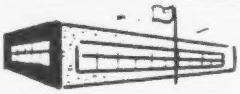
VII. EXECUTIVE DEPARTMENT

VIII. JUDICIAL DEPARTMENT

IX. APPORTIONMENT

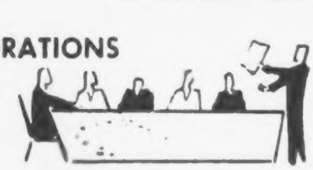


X. EDUCATION



XI. POLITICAL SUBDIVISIONS

XII. CORPORATIONS



XIII. REVENUE AND TAXATION

XIV. PUBLIC DEBT

XV. MILITIA

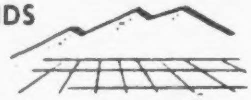
XVI. LABOR

XVII. WATER RIGHTS

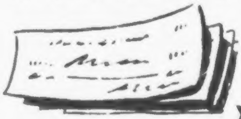
XVIII. FORESTRY

XIX. PUBLIC BUILDINGS AND INSTITUTIONS

XX. PUBLIC LANDS



XXI. SALARIES



XXII. HOMESTEAD AND PROPERTY RIGHTS

XXIII. AMENDMENT OF THE CONSTITUTION

XXIV. PUTTING CONSTITUTION IN FORCE

PREPARED BY UTAH FOUNDATION

Secondary Social Studies TITLE: Getting to Know Utah's Constitution	TOPIC: Political Science	Student Activity Sheet	307-705 (102)

To the student:

Using the information your teacher has presented, fill in the blanks in the paragraph below. When you are finished you will have a summary of the major components of the state constitution. Put your paper in the place designated by the teacher.

The Constitution of Utah was adopted in ____________ at the time Utah was granted statehood. The constitution is patterned after the federal Constitution. The opening statement of any constitution is called the ___________________________. It states the purpose of the constitution. Utah's preamble states its purpose as being "to secure and perpetuate the principles of ______________ ___________________".

The rest of the constitution is divided into ______ articles. Article I is important because it sets forth the ____________ of individuals. The details of those rights are basically the same as those stated in the ____________ _____ ____________ of the federal Constitution.

Special provisions are provided in Utah's constitution regarding __________ freedom.

Several articles deal with the pattern of state government. It is set up in the same pattern as our federal government with three branches: __________________________ __________________________ and ______________________________.

The constitution can be changed in the future by making ____________________. These changes can be made by a 2/3 vote of the legislature and by a majority vote of the citizens.

The students will analyze the workings and interrelationships of the major components of the Utah Constitution. (103) (V)

Secondary Social Studies

TITLE: **Exploring Utah's Constitution**

TOPIC: Political Science

TIME SEGMENT: 45 minutes

307-706 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will analyze the workings and interrelationships of the major components of the Utah Constitution.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Key to Crossword Puzzle
(Masters included)

EVALUATION:

Students will complete a crossword puzzle to the satisfaction of the teacher identifying major sections of the constitution and the topic with which they deal.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. This activity should follow the discussion on the Utah Constitution.
2. Duplicate enough Student Information Sheets and enough Student Activity Sheets for your class.
3. Put the key in an accessible spot for students to correct their own work.

Skills:

307-850
307-853

Evaluation and Comments on Activity:

Students: ____

Teacher: ____

The Utah Constitution

CONSISTS OF 24 ARTICLES DEALING WITH . . .

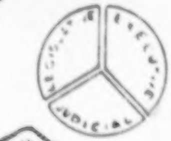
I. RIGHTS OF INDIVIDUALS

II. BOUNDARIES

III. RELIGIOUS TOLERANCE, ETC.

IV. ELECTIONS

V. DISTRIBUTION OF POWERS

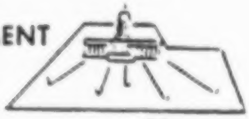


VI. LEGISLATIVE DEPARTMENT

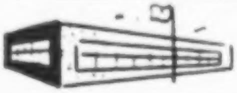
VII. EXECUTIVE DEPARTMENT

VIII. JUDICIAL DEPARTMENT

IX. APPORTIONMENT



X. EDUCATION



XI. POLITICAL SUBDIVISIONS

XII. CORPORATIONS

XIII. REVENUE AND TAXATION

XIV. PUBLIC DEBT

XV. MILITIA

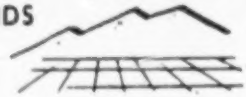
XVI. LABOR

XVII. WATER RIGHTS

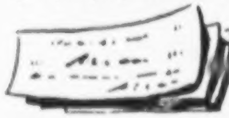
XVIII. FORESTRY

XIX. PUBLIC BUILDINGS AND INSTITUTIONS

XX. PUBLIC LANDS



XXI. SALARIES



XXII. HOMESTEAD AND PROPERTY RIGHTS

XXIII. AMENDMENT OF THE CONSTITUTION

XXIV. PUTTING CONSTITUTION IN FORCE

BEST COPY AVAILABLE

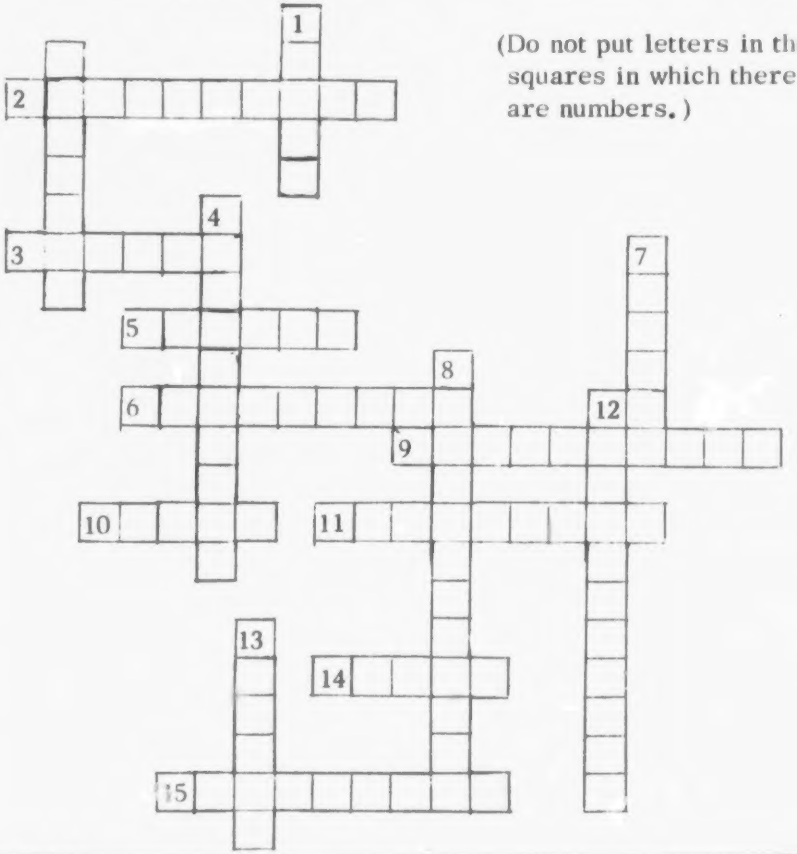
PREPARED BY UTAH FOUNDATION

Secondary Social Studies
TITLE: Exploring Utah's Constitution
TOPIC: Political Science
307-706 (103)

To the student:

1. Study the Student Information Sheet, making yourself familiar with the topics covered in the twenty-four articles of the state constitution.
2. You may use the Student Information Sheet in order to complete the crossword puzzle activity.
3. Put your completed paper in the place designated by your teacher.

(Do not put letters in the squares in which there are numbers.)



ACROSS

2. ________liberty is specified in the declaration of rights.
3. Toleration of religion is guaranteed in Article ________ (written out)
5. To find the qualifications for governor you would look in Article ________.
6. Article Eight details the ________department of government.
9. Article Ten concerns ________.
10. The distribution of power in 3 branches of government is covered in Article ________.
11. To find out about taxes in Utah we would turn to Article ________.
14. Article Four would tell us the qualifications to ________ in Utah.
15. Article Eleven recognizes the boundaries of existing ________.

DOWN

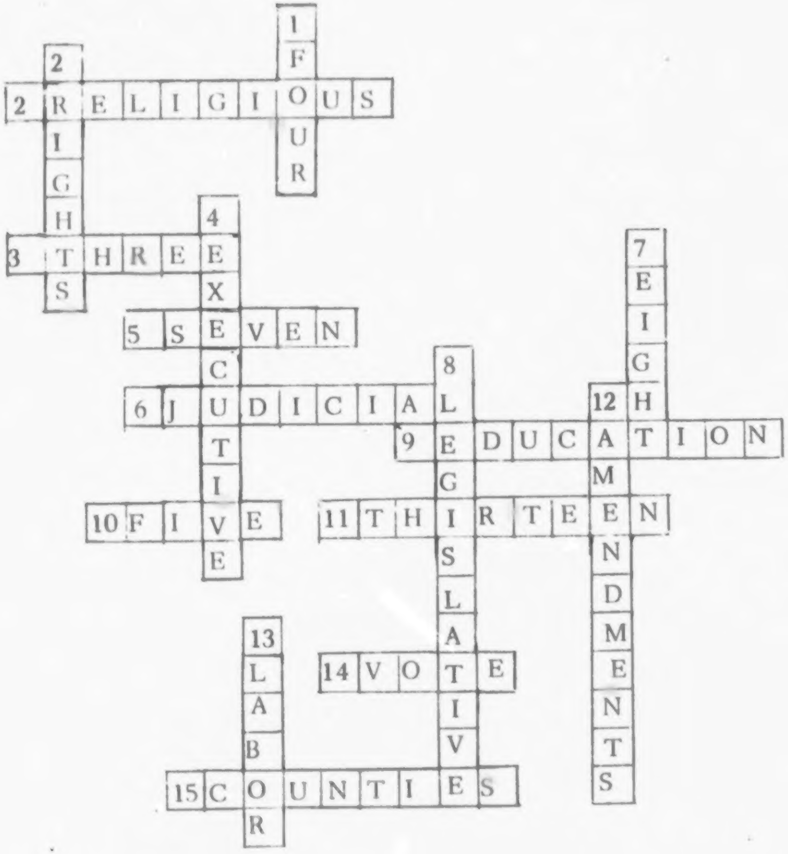
1. The rules for conducting elections can be found in Article ________.
2. Article one deals with individual ________.
4. Article Seven details the ________ department of government.
7. To find out about the Supreme Court turn to Article ________.
8. Article Six details the ______department of government.
12. The constitution can be changed by making ______.
13. Article Sixteen provides for protection of ______.

Secondary Social Studies
TITLE: Exploring Utah's Constitution

TOPIC: Political Science

307-706 (103)

KEY:


1 FOUR
2 RELIGIOUS
2 RIGHTS
3 THREE
4 EXECUTIVE
5 SEVEN
6 JUDICIAL
7 EIGHT
8 LEGISLATIVE
9 EDUCATION
10 FIVE
11 THIRTEEN
12 AMENDMENTS
13 LABOR
14 VOTE
15 COUNTIES

The students will identify problems and formulate possible solutions related to population growth in Utah. (604)

Secondary Social Studies
TITLE: Population Growth Problems in Utah

TOPIC: Political Science
TIME SEGMENT: 40 minutes

307-707 (604)
D

INSTRUCTIONAL OBJECTIVE:

The students will identify problems and formulate possible solutions related to population growth in Utah.

MATERIALS:

Student Information Sheet (Masters included)	Pages 1,2

EVALUATION:

The students shall be able to assess information on population problems and suggest some possible solutions to them to the satisfaction of the teacher.

ADAPTATIONS:

Reports could be oral rather than written.

PROCEDURE:

To the teacher:

1. Have the students read the information sheet. Then ask each student to choose a problem related to population growth in Utah, and on a separate piece of paper, write a possible solution to the problem. The part of the information sheet dealing with possible solutions should help the students. However, they should be encouraged to think of possible solutions of their own.

2. Have the students divide into discussion groups of about six to eight students. One student in each group should be appointed to record the problems of those chosen by the members of the group with which they want to deal. They should talk over the possible solutions. The group will then choose the solutions that they consider best. These three problems and solutions should be written down, along with the names of the students in the group, and handed in.

Skills:

307-827
307-850
307-853
307-854
307-855
307-856
307-875
307-877

Evaluation and Comments on Activity:

Students: ____________________

____

____

Teacher: ____________________

____

____

Secondary Social Studies TITLE: Population Growth Problems in Utah	TOPIC: Political Science	Student Information Sheet Page	307-707 (604)

If you get a job taking the census in Utah in the year 2000, you will count many more people than you would have in 1980. Those who study population trends think that the population of Utah will grow from 1.4 million in 1980 to 2.27 million in 2000. This means a 60 percent increase in twenty years. Growth in population can be good. It brings with it a wide variety of cultural influences. Growth can bring problems, too.

Utah has a small amount of arable land (land fit for plowing). Estimates vary, but the percentage of arable land in the state is less than 10 percent. Since people most often choose to build their homes on fertile land, Utah may see a big loss of land capable of growing crops.

Greater population will mean an increase of industries that produce goods that people need to live. Industry can mean a threat to air and water quality. There is also a question of how large a population the water in Utah will support.

A number of new or enlarged industries are planned for Utah during these years. It seems certain that the state will see increased mining of coal and minerals, and the development of synthetic fuels and, possibly, the building of MX missile sites. These industries will draw out-of-state people who are looking for jobs. This influx of people plus natural increase will account for the added population.

With a large number of people moving in from out of the state, there may be a conflict with the existing values. Those who come in may have different beliefs about how they should conduct their lives. People who move to a new place often suffer from stress. Having been uprooted from their family surroundings, there may be distress in young people, and in older ones, depression, drug and alcohol abuse, suicide, and divorce. Studies show that there should be an increase in all of these. An increase in people means also an increase in motor vehicles, the major cause of air pollution.

"High-density housing" means many people living in a small area. One of the fine aspects of Utah life has been the pleasing and distinct nature of its cities and towns. With a large increase in the population and a continuing trend to build along the Wasatch Front, there is a danger of the creation of one big, shapeless city. It would run from Brigham City to Payson or Nephi. If the projected industry for the state does develop, some of the small towns in the rest of the state may lose their identities as well. This is caused by a fast, unplanned growth that can change the whole look of a town.

Here are some possible solutions to population growth:

As you can see, the population problems that Utah expects are big ones. They are, for the most part, problems of land use. There are solutions to the problems. The answers, though, may pose problems of their own. The big question is how much government control will people be willing to accept. There are things that the government agencies can do to limit growth and protect the quality of air, water, and life in general. Local governments (cities, towns, and counties) can pass laws that prohibit the subdivision of farm land. This would mean that no housing could go in on this land. If a town passed such a law, the town would not grow. If more people want to move into this town than there is housing to rent or buy, what will the town do?

City governments can build public housing or renew old downtown districts. Local governments can build or encourage high-density housing. This would mean an increase of high-rise apartment houses. Will people be willing to live in this kind of housing? Will they want to live downtown? Towns can decide to develop public wastewater treatment systems to add to or replace those in use. Houses could be built on land that can't be farmed, such as the alkaline land west of the Salt Lake Airport. Will people be willing to live there?

State government can, by law, limit the amount or kind of industry that can come into the state. The state may, in the future, want to direct new industry to outlying areas. Perhaps a new company should be built in Price rather than Roy. Will people allow companies to be told where to build? Perhaps, as the nation's population grows, Federal agencies should step in and decide that an industry should be built in Maine rather than in Utah. How much control are people going to accept?

Federal agencies can set aside land for recreation.

It appears as though Federal water projects are essential if Utah is to sustain much more growth. The Central Utah Project is such a project. From this project, water from the Uintas will be stored and sent to where it is needed. It is possible to control population density, farm land use, placement of industry, and the air and water quality problems that go with them. To do it, federal, state, and local governments will have to cooperate. The ability of the government to exert this type of control will depend on whether or not the people will allow it. Individuals and private concerns have some impact on the solutions of population problems, of course. The policies of government, though, will determine in large part, the land use in Utah in years to come.

The students will identify problems and formulate possible solutions related to water resources in Utah. (606) (V)

Secondary Social Studies

TITLE: Water Resources in Utah

TOPIC: Political Science

TIME SEGMENT: 20 minutes

307-708 (606)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify problems and formulate possible solutions related to water resources in Utah.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)

EVALUATION:

The students will be able to identify problems and current solutions relating to water resources in Utah. They will be able to formulate possible solutions of their own and put them in writing.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Time should be spent in class discussion to provide a background of this objective for the students.
2. Duplicate Student Information Sheet and Student Activity Sheet for your class.
3. Provide time for students to read the information sheet and complete the activity.
4. Give students an opportunity to share their ideas in a class discussion.

Skills:

307-827
307-853
307-855
307-856
307-877

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Water Resources in Utah	TOPIC: Political Science	Student Information Sheet	307-708 (606)

Did you know that someone has the legal rights to the water resources of Utah? For this semi-arid state, the presence or absence of water determines where people live, what land can be used, and for what it will be used. Disputes over water rights have been known to drag on for decades. Water in Utah is that important.

The decision of where Utah's water should go, then, is a big one. Water is needed for home use. Industry needs it. Farmers need it. By law, water must go to people's homes and cities and industry first. Last of all, it may be used to irrigate farms.

Partly for this reason, farmers have been finding a better way to water their crops. When water is run into an irrigation ditch, much of it is absorbed into the ground. A great deal of water is saved when big sprinkler systems are used. The state water resource office is helping to make sprinklers systems available to the farmers.

If the population of the state gets big enough, it is possible that a time will come when farming in Utah will be phased out. It may reach a point that the water must go for people and industry instead. If no water goes for farming, Utah could support a much larger population than it has now. Whether or not the people of the state will allow farming to die out completely is something that will be decided in the future.

In the late 1970's, the state decided that water projects were of first importance. Fifty million dollars was set aside for that purpose. This was the largest amount ever allocated for water in Utah. At any given time, there were dams and reservoirs being planned, some being built, and some just completed. Possible new sites for dams were being investigated all the time. With industry and population increasing in Utah, these new sources of water must be used.

Another new source of water is the drilling of wells. It looks likely that wells will be drilled in the Snake Valley in the western part of the state if the MX missile sites are built in Utah.

An answer to one water problem has been the use of a dual water system. This system supplies treated water for household use. Then there is partially treated water for lawn and garden use. This makes a greater amount of high quality water available to a town.

Water in Utah is scarce and precious. Careful planning and decisions are needed to make the most of it.

Secondary Social Studies TITLE: Water Resources in Utah	TOPIC: Political Science	Student Activity Sheet	307-708 (606)

To the student:

1. Read the Student Information Sheet.
2. On a separate sheet of paper, write down three problems related to water use in Utah.
3. From the information sheet or from any other source, write down the solutions that have been found for water resource problems in Utah. What other solutions can you think of that might help?
4. When you have finished, put your paper in the place designated by your teacher.

SECONDARY SOCIAL STUDIES POLITICAL SCIENCE INSTRUCTIONAL OBJECTIVE 307-709

The students will identify problems and formulate possible solutions relating to the need to develop Utah's energy resources while protecting the environment. (603) (V)

Secondary Social Studies

TITLE: Energy and the Environment

TOPIC: Political Science

TIME SEGMENT: 3 or 4 class periods

307-709 (603)

D

INSTRUCTIONAL OBJECTIVE:

Students will identify the problems and formulate possible solutions related to the need to develop Utah's energy resources while protecting the environment.

MATERIALS:

Student Activity Sheet (Masters included)

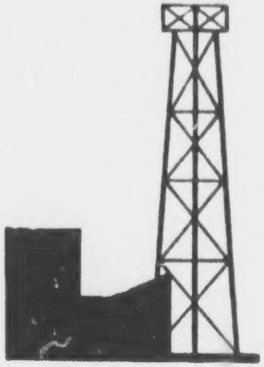
EVALUATION:

Students will respond on the Student Activity Sheet showing their ability to identify problems of energy as they apply to environmental concerns.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the unique needs of the class.

PROCEDURE:



To the teacher:

1. Have students watch the newspaper for a few days looking for current articles (especially editorials) dealing with energy and environmental problems in the state. Have them bring the articles into the class to share with the class and discuss as a group.

2. Invite someone from an energy related company such as Mt. Fuel Supply, Utah Power, (or other local power companies) to present their views on energy needs for Utah's future.

3. On another day arrange for a representative from the Sierra Club or other environmental group to present his views on Utah's environment and related problems to preserving that environment.

4. After students have heard both sides of the issue, have students decide which views they agree with most. With the class so divided have each side prepare a summary argument of the problems and possible solutions relating to future energy needs from each standpoint.

5. Individual students, after participating in the class debate, will then summarize the two differing points of view by completing the activity sheet.

Possible resource: Ed Dalton
Energy & Man's Environment
Erda, Utah

Skills:

307-827
307-853
307-854
307-855
307-856

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Energy and the Environment	TOPIC: Political Science	Student Activity Sheet	307-709 (603)

To the Student:

Check your notes on the discussion that the resource people and your classmates gave on the issue of Energy and the Environment. Summarize the information you have learned from these discussions from both points of view. Then suggest some possible solutions to this important issue facing our state now and in the future.

1. What known energy resources does Utah have that were found in your readings or class discussion?

2. What problems relating to the environment are there in developing each of these resources?

3. What are some possible solutions to the problems?

The students will identify problems and formulate possible solutions relating to urban and rural development in Utah. (105) (V)

Secondary Social Studies

TITLE: Urban and Rural Development in Utah

TOPIC: Political Science

TIME SEGMENT: 45 minutes

307-710 (105)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify problems and formulate possible solutions related to urban and rural development in Utah.

MATERIALS:

Student Information Sheet Pages 1-3
(Masters included)

EVALUATION:

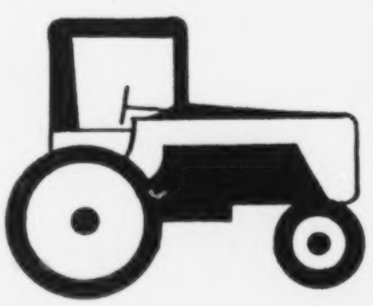
The students will demonstrate by oral and written work that they can identify problems and formulate possible solutions related to urban and rural development in Utah.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:



Give each student a copy of the Student Information Sheet. Ask students to choose one of the following five people and read the information sheets with that person in mind.

1. An old-time resident in a small town that is seeing rapid growth because new industry is moving next to town.
2. A person who lives in a high-rise apartment house downtown.
3. A farmer in a small town far from any industry.
4. A newcomer to a small rural town. The newcomer works for the oil shale industry that is going in.
5. A resident of a suburb of one of the larger cities who works in the city itself.

On a separate piece of paper, the students should write down the problems that the person he has chosen will face before A.D. 2000. Next, they should write as many possible solutions to the problems as they can. The teacher should make sure that someone is writing on each person.

Choose a person from each category to tell the class what problems and solutions he has identified. At the end of each report, those in the class who have written on the same person should add any additional information that they have.

The students should take notes on the reports of the other four persons on which they have not written.

Skills:

307-850
307-853
307-854
307-855
307-856
307-875
307-877
307-883

Evaluation and Comments on Activity:

Students: ______________________________

____

____

Teacher: ______________________________

____

____

Secondary Social Studies TITLE: Urban and Rural Development in Utah	TOPIC: Political Science	Student Information Sheet Page 1	307-710 (105)

Imagine that you have a farm in Utah. You live on the fringe of a large town that has grown toward you through the years. One day you are out plowing a field. You notice that a huge crane and a bulldozer are working in the field next to yours. How would you feel?

Now imagine that you are 82 years old. You have lived in town in the same rented apartment for 27 years. You have just received a letter from the owner. He is turning the apartments into condominiums. Condominiums are not rented. They are bought as a house would be bought. You have a small income. You have almost no savings. You have no money to buy your apartment. You must rent. How does the owner's letter make you feel?

These are just two of the many problems that people will face in the coming years in Utah. As the population in the state grows and as industry develops, those in both rural and urban areas will need to solve some large problems.

Cities face the problem of even higher population density. Transportation costs are rising. Fuel is becoming more scarce and costly. The trend of moving out from the cities likely will reverse. As people begin to move toward the cities once more, the housing there will fill in. More high-rise housing will be built. This type of building helps to solve the housing problem, but it will pose social problems. When a great many people live in a small area, crime and violence increase. There is more traffic congestion. In urban Utah in recent years a new problem has arisen. Rental units have been turned into condominiums. New condominiums have been built to replace old housing. This has helped to slow the rate that farm land is being gobbled up by separate homes. However, people who depend on rented housing are being put out of their homes.

On the fringes of the cities there will continue to be growth as long as land is less costly than closer in. The price of gas, too, will help to decide how far out city suburbs will grow. A lot of the people in the suburbs do not live near their work. If suburbs do continue to grow, traffic, which is already slow during rush hours, will get worse.

As population grows, a point is reached where it costs less to produce goods and services than to import them. The Wasatch Front reached this point in the 1970's. This means an increase in industry there. More industry can be a threat to air and water quality. Also, industry often takes up land that has been farm land in the past. People along the Wasatch Front face the risk of having their towns and cities merge into one huge city.

This would mean that the separate flavor and feeling of the towns in this area would be lost.

Much of the big industrial development that will come to Utah in the next few years--coal and mineral mining, synthetic fuels and MX missile sites--will be in the rural parts of the state. With industry comes problems with air and water quality. If a small town is near a developing site there will likely be a sudden growth. The look and feeling of the town may change completely. Both incoming people and long-time residents will need to adjust to the way that other group lives. Services will be needed to take care of the new people. This need will mean higher taxes for the long-time residents. Until the new industry gets established, it can't pay taxes to pay for the services.

The people moving into a small town may find those in town a close-knit group. They may feel that they do not fit in. They may find it difficult to make friends. They may have a hard time finding good housing. Like other people in a similar situation, some of these new people will probably suffer from depression. There might be a rise in drug and alcohol abuse.

Many of the rural parts of the state will be affected by the proposed industry. However, Utah will always have small farming towns that will be rather isolated. In the past the population of these towns has been declining. This trend will probably continue. There are several reasons for this decline: Farm equipment costs more than it has in the past. Grazing permits on public land have become uncertain. Water has gone for uses other than farming. Fuel costs are higher. Land values have inflated. These costs have made small farms unprofitable. Average farm size has had to increase for the farmers to earn a living. Many have had to seek part time employment.

In the past few years people who are retiring have discovered Utah. From all over, retired men and women are moving into the state to live. Often they move into the small towns.

Development of recreation facilities will increase in the coming years. As the price of fuel goes up and traveling problems increase, people will be vacationing closer to home. Any recreation site within 100 miles of Utah's large towns will likely see intense development takes place close to water. Steps will need to be taken to preserve the quality of our drinking water.

Planning ahead will help to avoid some problems that developing areas have. There are certain things that government agencies can do. If the people will allow it, local governments can tell which farm land may not be divided up and turned into housing. State and federal agencies can put aside land for recreation. They can tell industries where to build and where not to build. What happens in both rural and urban development will be determined by what the people decide to let the government do. If those who live in the state understand the problems, though, they can do much as individuals to help during this growing time.

Those who are thinking through the solutions to the problems of rural and urban Utah should consider certain things: What can the government do? What can private business do? What can the individual do?

The students will identify problems and formulate possible solutions relating to social issues which exist in Utah. (105) (V)

Secondary Social Studies
TITLE: Social Issues in Utah

TOPIC: Political Science
TIME SEGMENT: 40 minutes

307-711 (105)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify problems and formulate possible solutions relating to social issues which exist in Utah.

MATERIALS:

Student Activity Sheet
(Master included)

EVALUATION:

The students will identify problems and formulate possible solutions relating to social issues which exist in Utah and be able to share their solutions with others in the group.

ADAPTATIONS:

PROCEDURE:

To the student:

1. This activity can be done along with a study of current happenings in Utah. It should follow a discussion of specific current social problems which exist in Utah. Only one such social problem is used as an example, that of vandalism. Many other issues could be identified and possible solutions discussed.

2. Duplicate enough Student Activity Sheets for the group with whom you are working.

3. Assign students to complete the Student Activity Sheet.

Skills:

307-827
307-829
307-855

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Secondary Social Studies TITLE: Social Issues in Utah	TOPIC: Political Science	Student Activity Sheet	307-711 (105) D

To the student:

Social problems are concerns which affect whole groups of people. Utah, like all states, has many social problems. Actually, social problems exist in all societies. They are caused by different points of view, values, educational levels, etc. Often working to solve social problems helps groups come together.

One of the major social problems in Utah is vandalism. Vandalism actually means to destroy or damage property just to be mean. An example of vandalism is the damage to an elementary school. Three boys were arrested for setting a fire which caused $833,000 damage. They were students at the school and just wanted to cause trouble.

Your job is to think of ways to decrease vandalism. Think of all the students in Utah who are your age. What could you do to help these students value property more? List all of your ideas. Why do you think people become vandals? What causes people to think so little of other people's belongings? What kinds of vandalism occur in your area? Have you ever seen vandalism or had some of your property vandalized? How do you feel when someone steals or ruins your property?

Share your ideas with a partner. What new ideas did you get? Take your three best ideas and your friends three best ideas and share them with the entire class.

Think of another social issue you could do something about. Call some local agencies and find out other social problems and how people are working to solve them.

The students will identify a specific location on a map or globe from latitude and longitude designation. (102)

Secondary Social Studies

TITLE: **Longitude and Latitude**

TOPIC: **Geographic Skills**

TIME SEGMENT: 1 class period

307-801 (102)

D

INSTRUCTIONAL OBJECTIVE:

The students will identify a specific location on a map or globe from latitude and longitude designations.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Resource materials
Altas
World maps

EVALUATION:

The students will be able to define latitude and longitude and locate areas from their latitude and longitude designations to the satisfaction of the teacher.

ADAPTATIONS:

This activity may be put in a learning center for independent use.

PROCEDURE:

To the teacher:

1. Give students adequate background about latitude and longitude.
2. Show students some examples of how to find latitude and longitude.
3. Review the activity with the students.
4. Give the students maps. Have students complete the activity, then correct it with them.

KEY:

1. Amsterdam, Netherlands
2. Bahama Islands
3. Calcutta, India
4. Dallas, Texas
5. Lake Erie
6. Israel
7. Nairobi, Kenya
8. New South Wales
9. Santiago, Chilé
10. Taipei, Taiwan

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Secondary Social Studies
TITLE: Longitude and Latitude

TOPIC: Geographic Skills

Student Information Sheet

307-801 (102)

If you look at a map, or globe, you'll see horizontal lines on it. These lines are called parallels or lines of latitude. They all run parallel with the equator and measure distance. They show location north and south of the equator. The equator is the 0° latitude line. There are 90 degrees of latitude between the equator and the North Pole. There are also 90 degrees between the equator and the South Pole. Every point on earth is so many degrees north or south of the equator.

The lines on maps that run from north to south are called meridians or lines of longitude. These show the east-west location of places. The line which runs through Greenwich (near London) England is 0° longitude or Prime Meridian. Every place is so many degrees east or west of Greenwich. The 180° meridian is half way around the world from prime meridian.

Secondary Social Studies TITLE: Longitude and Latitude	TOPIC: Geographic Skills	Student Activity Sheet	307-801 (102)

To the student:

The following are the latitudes and longitudes of various places around the world. Look at a map and write down each place.

1. 52 N 5 E
2. 24 N 76 W
3. 23 N 88 E
4. 33 N 97 W
5. 42 N 81 E
6. 32 N 35 E
7. 1 S 37 E
8. 33 S 146 E
9. 33 S 71 W
10. 25 N 121 E

After you have completed the activity, put your paper in the place designated by your teacher.

The students will compare distances on different types of maps and globes. (103)

Secondary Social Studies

TITLE: Distance on Maps

TOPIC: Goegraphic Skills

TIME SEGMENT: 2 class periods

307-802 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare distances on different types of maps and globes.

MATERIALS:

Student Activity Sheet
(Master included)
Resource Materials, maps, globes

EVALUATION:

The students will demonstrate to the satisfaction of the teacher, their ability to read distances on maps and globes by measuring maps and calculating actual distances between cities.

ADAPTATIONS:

This activity may be put in a learning center as an independent experience.

PROCEDURE:

To the teacher:

1. Duplicate enough Student Activity Sheets for for the group with which you are working.

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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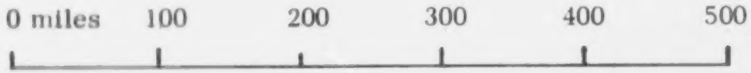
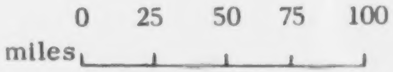
Secondary Social Studies TITLE: Distance on Maps	TOPIC: Geographic Skills	Student Activity Sheet	307-802 (103)

To the student:

On most maps there will be a box, probably in a corner that includes information on how to read the map. Among the other information will be a scale. It will show that a given number of centimeters or inches represent a given number of kilometers or miles. The scale may look like this:



That means that each centimeter represents 100 miles on the map. The following scale means that four centimeters represents 100 miles:



Maps are drawn on various scales. You will be able to tell how far apart features on any map lie by measuring the distance in centimeters or inches and converting it to kilometers or miles.

1. Find three maps or globes of different scales. With a ruler, measure the distance between the same two cities on all three globes or maps.

2. On a separate piece of paper, write down the number of centimeters or inches between the cities on the map.

3. Calculate the actual distance in kilometers or miles. This is done by multiplying the number of centimeters or inches by the amount that each centimeter or inch represents. For example, if each centimeter represents 100 miles and the distance between the cities on the map is 4 1/2 centimeters, the actual distance would be calculated to 450 miles apart:

$$100 \times 4\frac{1}{2} = 450$$

4. Go through this process for all three maps or globes of different scales. Do the calculated distances agree?

5. When you have completed the activity, put your paper in the place designated by your teacher.

The students will identify relief on a map or globe
as it is shown by merged colors, shading, and contours.
(102)

Secondary Social Studies TITLE: Relief Map	TOPIC: Geographic Skills TIME SEGMENT: 1 class period	307-803 (102) D

INSTRUCTIONAL OBJECTIVE:

The students will identify relief on a map or globe as it is shown by merged colors, shading and contours.

MATERIALS:

Student Information Sheet Pages 1,2
Student Activity Sheet (Masters included)
Relief map
Paper
Encyclopedias, atlases, social studies books, and other sources containing relief maps.

EVALUATION:

The students will successfully identify relief as shown by colors, shading and contours on a map.

ADAPTATIONS:

This activity may be used in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Information Sheet, Student Activity Sheet, and the relief map.

2. Give each student participating a copy of the Information Sheet, Activity Sheet, and the relief map.

3. Provide each student with paper.

4. Provide the students with atlases, encyclopedias, and social studies books containing relief maps.

5. Have the students complete the activities listed on the Student Activity Sheet.

6. Designate a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Secondary Social Studies TITLE: Relief Map	TOPIC: Geographic Skills	Student Information Sheet Page 1	307-803 (102)

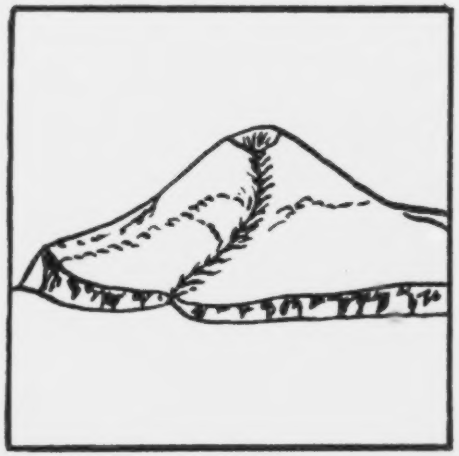
To the student:

Maps that show the various elevations of an area are called relief maps. These maps indicate how rough and how high the earth's surface is at a given point. Map makers use colors, contours, and shading to make relief maps.

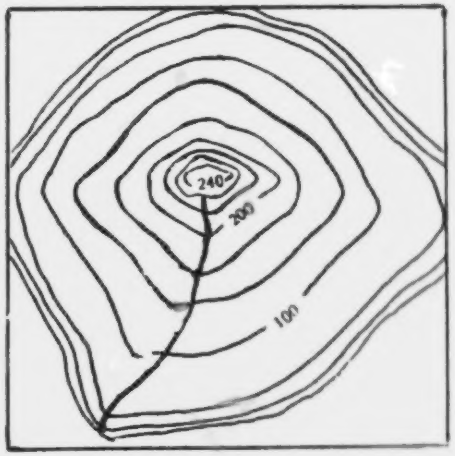
Map makers can assign colors to represent specific elevation areas on a map. For example, the map maker may choose light green as the color for any land between sea level and 1,000 ft., and dark green as the color for land between 1,000 ft. and 2,000 ft. Elevation coloring lets the map reader see immediately which places on a map are at higher altitudes and which are at lower ones.

Contours are also used on maps to show elevation. Contours are lines that join points of equal elevation. Numbers are often placed on these lines to indicate how many feet above sea level the contour line is. Look at the maps below. Map A is a sketch of an island. Map B is a contour map of the Island.

Map A



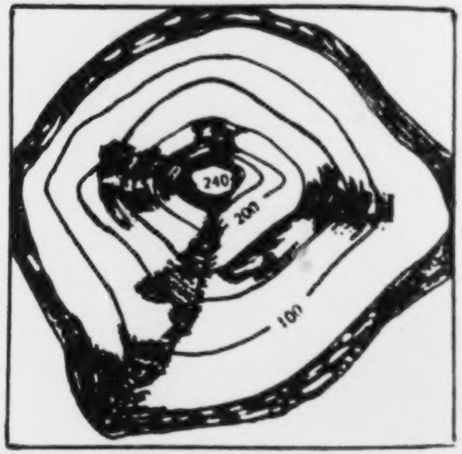
Map B



Contours also indicate the steepness of an area. The closer together contour lines come, the steeper the slope.

Shading is a method map-makers use to show the roughness of an area. Shading is used to identify the dark, steep parts of mountains and cliffs. Map C, below, is a contour map to which shading has been added.

Map C



Colors, contours, and shading are frequently used on relief maps. Without these symbols it would be difficult to determine the elevation and roughness of an area.

Secondary Social Studies TITLE: Relief Map	TOPIC: Geographic Skills	Student Activity Sheet Page 1	307-803 (102)

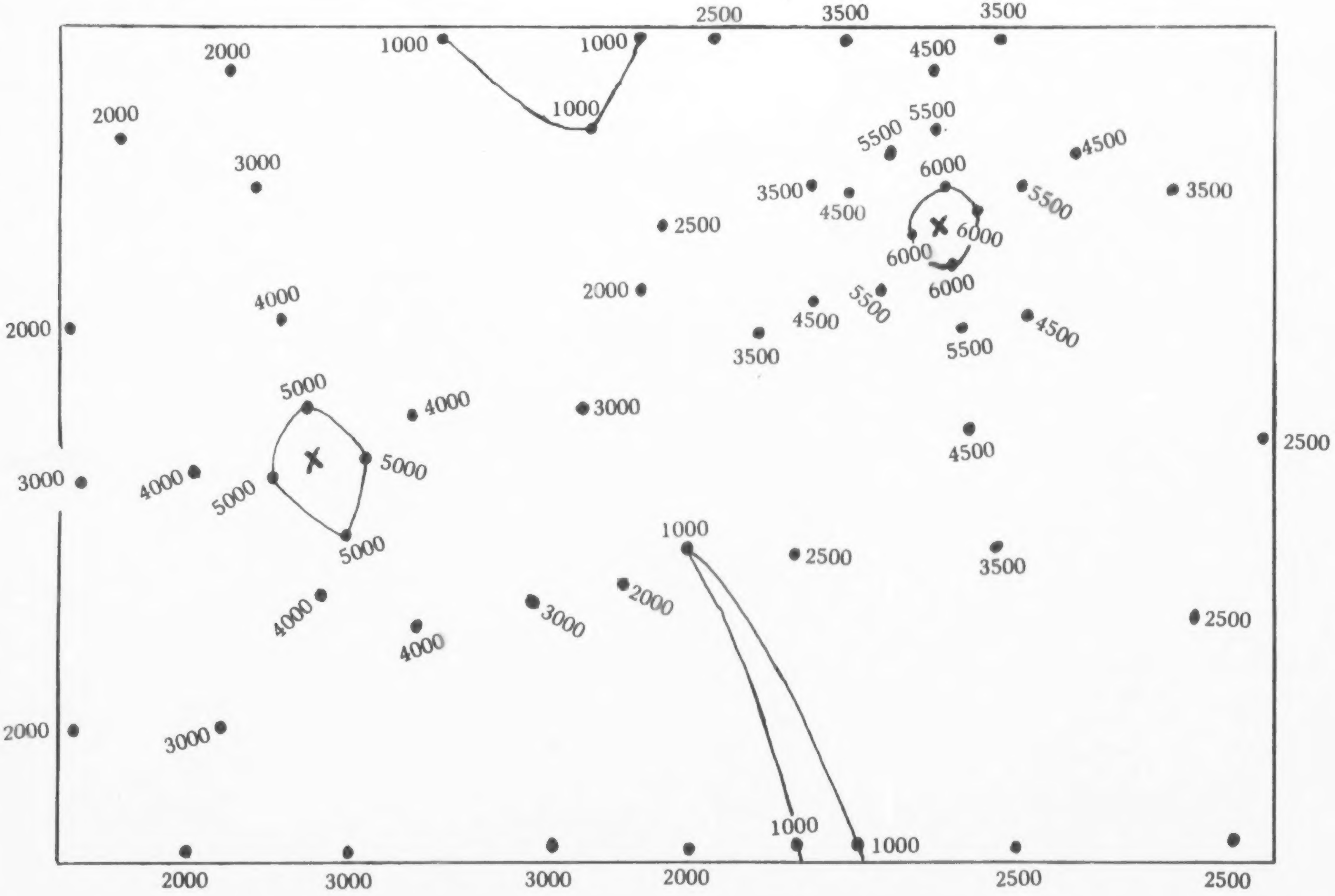
To the student: Put your name on the relief map and on a piece of paper. Read the Student Information Sheet. Find a relief map showing relief in an encyclopedia, atlas, or social studies book. Complete the following activities:

1. Look at the map you found. Did the map-makers use colors, contours, and/or shading to symbolize roughness and elevation? Write a brief paragraph explaining if and how colors, contours, and shading were used.

2. Look at the relief map. This map shows an area containing two peaks. The peaks are identified with X's. The elevations of this area have been marked.
   a. Join the elevation points that are the same together. These lines will be the contour lines of the area. The 1,000 ft., 5,000 ft., and 6,000 ft. contour lines have been done for you.
   b. Which peak, left or right, has the steepest slope? Write a paragraph explaining how you got your answer.

3. Put your completed work in the place designated by your teacher.

RELIEF MAP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The students will design graphs to express geographic relationships. (103)

Secondary Social Studies
TITLE: Graphs

TOPIC: Geography
TIME SEGMENT: 1 - 2 class periods

307-804 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will design graphs to express geographic relationships.

MATERIALS:

Student Information Sheets Pages 1-3
Student Activity Sheets Pages 1-3
(Masters included)
Graph paper
Lined paper

EVALUATION:

The students will make three accurate graphs demonstrating understanding of how to make and use graphs.

ADAPTATIONS:
The teacher may use this activity in a learning center format.

547

PROCEDURE:

To the teacher:

The students must know how to compute averages in order to complete this activity.

1. Make copies of the Student Information Sheet and the Student Activity Sheet for those students participating in the activity.

2. Give each participating student a copy of the information sheet and the activity sheet.

3. Provide each student with a piece of graph paper and a piece of lined paper.

4. Have the student complete the activities listed on the activity sheet.

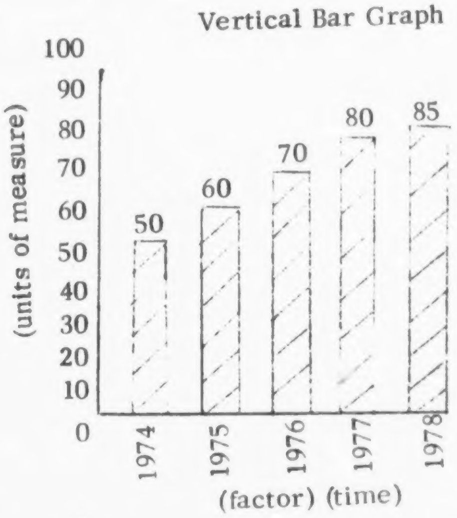
5. Provide a place for the students to place their completed work.

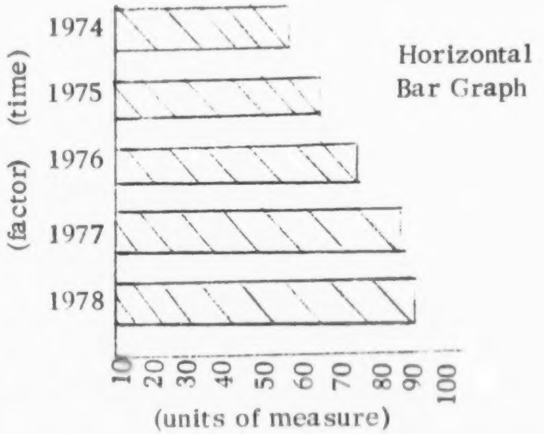
Secondary Social Studies TITLE: Graphs	TOPIC: Geography	Student Information Sheet Page 1	307-804 (102)

Graphs are charts that display the relationships between groups of numbers, or quantities of things. Graphs are often used in business reports, in textbooks, and in reference books to show data such as population growth, crop yields, or tax money expenditures. Graphs are effective, time-saving aids in writing reports, giving oral reports, and in studying data that contain numbers.

Making graphs is not difficult when you remember the key characteristics of graphs. Graphs are used to compare quantities, most often of the same thing. These quantities are compared by some factor, such as time, that makes them change. Below are two examples of bar graphs showing the average physical fitness scores achieved by boys at King Junior High over a five year period. Both graphs display the same data, but one graph is a vertical bar graph, and the other is a horizontal bar graph.

In these graphs, the quantities that are compared are the fitness scores in each of five years. The factor that compares each quantity is time, in this case, comparing the differences from year to year over five years. In these graphs, the units of measure are points scored on the fitness test. The points are represented by the bars that vary in length.

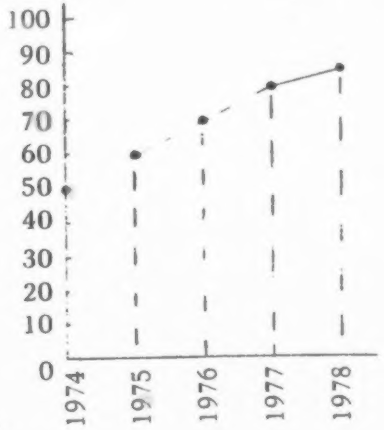




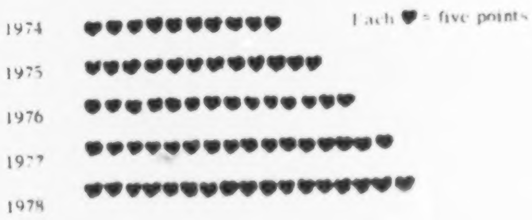
There are a variety of types of graphs, and each type is most effective with certain kinds of data. The graphs shown are examples of horizontal and vertical bar graph. Vertical or horizontal refers to the direction which the units of measure are presented. Bar graphs are most effective in showing basic comparisons between quantities that differ according to the factor of time.

Line graphs are the simplest type of graph, and are used to present the same types of comparisons displayed in bar graphs. Line graphs are particularly useful in showing trends, such as the trend displayed in the previous examples. If a line graph were utilized to display this data, it would look roughly like the following:

Line Graph



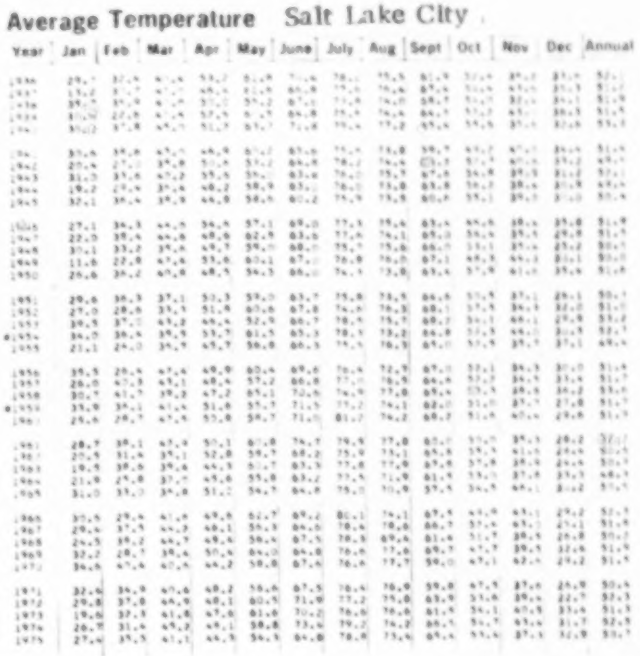
A popular type of graph is the picture graph. These graphs employ symbols instead of lines, bars, or numbers to compare quantities of the same thing. To construct a picture graph displaying the same fitness data as the bar graph, you would first choose a symbol. This symbol should represent a basic quantity of the fitness scores, such as five or ten points. The symbol would be most effective if it were easily identifiable as being related to fitness (the subject). Since the fitness program emphasized building healthy hearts and lungs, the symbol in the example is a heart. Each heart (♥) represents five points on the fitness test.



To the student: Put your name on a piece of paper and on a piece of graph paper. Read the Student Information Sheets. Complete the following activities:

1a. Using the information in table A below make a bar graph of the average April temperatures from 1966 through 1975. Put the bar graph on your graph paper.

TABLE A



Average Temperature Salt Lake City

Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Annual

b. Put a small star on your graph next to the year with the highest average temperature.

c. Put a small triangle on your graph next to the year with the lowest average temperature.

Secondary Social Studies TITLE: Graphs	TOPIC: Geography	Student Activity Sheet Page 2	307-804 (102)

d. Compute the average temperature for the years 1966 - 1975.

2a. Using the information in table B below, make a line graph of the average snowfall in December from 1965 through 1975. Put the line graph on your graph paper.

TABLE B

Snowfall Salt Lake City

Season	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
1936-37	0.0	0.0	0.0	0.0	6.5	17.7	32.3	8.8	5.5	2.2	0.0	0.0	73.5
1937-38	0.0	0.0	0.0	0.0	T	1.2	2.6	12.5	13.9	T	0.3	0.5	30.1
1938-39	0.0	0.0	0.0	T	1.5	2.8	11.8	20.1	7.6	0.0	0.0	0.0	43.8
1939-40	0.0	0.0	0.0	0.0	0.0	3.5	9.0	6.0	T	0.0	0.0	0.0	18.5
1940-41	0.0	0.0	0.0	0.0	6.8	6.7	8.2	0.5	1.8	6.1	0.0	0.0	30.1
1941-42	0.0	0.0	0.0	T	11.1	15.2	12.0	8.4	11.4	T	T	0.0	58.1
1942-43	0.0	0.0	0.0	T	1.8	2.1	6.7	13.6	7.2	T	T	T	31.4
1943-44	0.0	0.0	0.0	T	T	9.3	24.7	20.1	30.8	6.4	0.0	0.0	91.3
1944-45	0.0	0.0	0.0	0.0	6.2	6.0	5.3	2.2	13.4	6.8	T	0.0	39.9
1945-46	0.0	0.0	0.0	T	14.3	9.2	13.3	1.5	1.6	0.9	0.0	0.0	40.8
1946-47	0.0	0.0	T	T	9.5	10.1	14.9	6.5	2.8	3.9	0.0	0.0	47.7
1947-48	0.0	0.0	0.0	T	11.4	9.1	3.7	7.7	20.5	1.9	T	0.0	54.3
1948-49	0.0	0.0	0.0	T	11.2	34.3	30.1	10.3	2.3	0.0	0.0	T	88.2
1949-50	0.0	0.0	0.0	1.1	T	19.0	22.8	2.3	6.0	1.8	2.2	0.0	55.2
1950-51	0.0	0.0	T	0.0	2.5	3.8	15.7	3.4	8.9	1.7	T	0.0	36.0
1951-52	0.0	0.0	0.0	T	11.5	26.0	25.2	19.0	35.6	T	0.0	0.0	117.3
1952-53	0.0	0.0	0.0	0.0	5.8	14.1	11.4	T	10.1	5.3	0.1	0.0	46.8
*1953-54	0.0	0.0	0.0	T	0.4	12.7	10.6	5.6	10.7	0.0	T	T	40.0
1954-55	0.0	0.0	0.0	T	1.6	4.2	22.5	16.5	0.6	21.8	2.9	0.0	70.1
1955-56	0.0	0.0	0.0	T	15.8	10.1	6.5	18.6	2.2	2.7	T	0.0	55.9
1956-57	0.0	0.0	0.0	10.4	7.0	11.8	18.4	0.3	4.2	5.1	T	0.0	57.2
1957-58	0.0	0.0	0.0	0.0	6.3	11.1	7.6	9.5	15.7	15.5	0.0	0.0	65.7
1958-59	0.0	0.0	0.0	T	10.4	2.9	11.8	15.2	0.4	1.3	0.0	0.0	42.0
1959-60	0.0	0.0	0.0	T	0.6	10.6	13.5	18.2	11.4	0.7	1.0	0.0	56.0
1960-61	0.0	0.0	0.0	T	5.0	4.5	0.1	16.0	4.9	0.8	T	0.0	31.3
1961-62	0.0	0.0	0.0	8.3	11.1	8.5	15.6	10.1	25.3	1.6	0.0	0.0	80.5
1962-63	0.0	0.0	0.0	T	2.4	0.9	7.4	0.5	16.0	14.3	0.0	0.0	41.5
1963-64	0.0	0.0	0.0	T	7.6	12.9	18.2	8.0	33.5	1.9	5.3	0.0	87.4
1964-65	0.0	0.0	0.0	0.0	6.7	6.2	15.7	9.5	1.1	2.4	5.3	0.0	46.9
1965-66	0.0	0.0	2.2	0.0	2.6	12.8	5.9	18.1	17.4	2.8	0.0	0.0	61.8
1966-67	0.0	0.0	0.0	3.4	3.2	8.7	30.4	4.5	11.8	11.4	1.2	0.0	74.6
1967-68	0.0	0.0	0.0	0.3	4.2	27.1	6.8	13.6	8.4	14.2	T	T	74.3
1968-69	0.0	0.0	0.0	T	8.7	33.3	13.7	27.9	5.4	0.2	0.0	0.0	89.2
1969-70	0.0	0.0	0.0	0.1	5.6	16.0	2.8	3.9	5.2	23.6	0.0	0.0	57.2
1970-71	0.0	0.0	0.0	0.3	0.7	25.8	13.6	8.7	8.9	1.7	1.4	0.0	61.1
1971-72	0.0	0.0	4.0	16.6	5.4	17.7	10.5	7.6	1.4	15.0	0.0	0.0	78.2
1972-73	0.0	0.0	0.0	6.0	1.1	35.2	20.9	3.6	17.8	2.6	0.0	0.0	87.2
1973-74	0.0	0.0	0.0	1.3	19.5	19.6	20.1	17.2	6.7	26.4	T	T	110.8
1974-75	0.0	0.0	0.0	T	T	8.8	12.5	7.9	22.8	13.1	7.5	0.0	72.6
1975-76	0.0	0.0	0.0	0.1	18.0	11.8							

b. Put a small star on your graph next to the year with the greatest amount of snowfall.

c. Put a small triangle on your graph next to the year with the least amount of snowfall.

d. Compute the average temperature for the years 1965-1975.

3a. Using the information in table C below, make a picture graph of the average March precipitation from 1965 through 19/5. Put the graph on your piece of paper.

TABLE C

Precipitation Salt Lake City

Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Annual
1936	2.07	3.22	1.21	0.85	0.35	1.81	1.44	0.67	[illegible]	1.69	0.99	1.88	16.29
1937	1.76	1.12	1.19	1.09	[illegible]	0.14	1.21	0.68	[illegible]	2.26	0.69	1.27	13.06
1938	0.55	0.89	3.11	1.13	[illegible]	0.12	0.51	0.29	[illegible]	1.49	1.48	1.41	13.75
1939	1.23	1.78	0.79	[illegible]	0.51	1.08	0.30	0.16	0.89	1.14	[illegible]	0.59	9.36
1940	3.14	1.65	1.07	1.61	0.01	0.22	0.14	0.23	1.37	1.77	2.25	1.35	16.92
1941	0.98	1.30	2.11	2.87	1.58	1.35	1.05	1.17	0.51	2.30	1.91	1.83	18.79
1942	1.18	1.17	1.54	1.33	3.16	0.47	0.37	0.20	0.13	0.57	1.68	1.48	13.28
1943	0.95	1.70	1.29	1.14	0.68	2.09	0.15	0.67	T	1.61	0.05	0.83	10.90
1944	1.67	1.11	3.67	4.90	1.07	2.78	0.04	T	0.57	0.18	1.44	0.51	18.69
1945	0.39	1.19	1.49	1.37	0.90	2.73	1.92	3.28	0.58	0.58	2.30	0.92	17.71
1946	1.01	0.12	1.43	1.59	2.59	0.01	0.59	0.95	0.30	3.61	1.44	1.91	15.51
1947	0.95	0.81	0.59	2.37	1.88	2.33	0.01	1.38	1.01	2.43	1.89	0.79	16.97
1948	0.34	0.86	2.30	1.56	0.26	2.47	0.39	0.69	0.59	0.87	1.71	2.63	14.67
1949	2.31	0.64	2.95	1.25	2.66	0.17	0.30	0.70	0.64	2.79	0.88	1.61	16.70
1950	1.80	1.19	0.98	1.29	2.18	0.16	1.06	0.03	1.73	0.58	[illegible]	0.69	13.69
1951	1.69	0.64	1.26	2.60	0.87	0.39	2.17	1.79	T	1.90	1.53	2.90	17.50
1952	2.20	1.84	3.54	1.86	1.07	1.07	1.09	0.19	0.07	0.00	1.08	1.16	15.14
1953	2.73	0.39	0.86	2.77	1.05	0.51	0.81	0.88	0.13	0.32	0.95	0.91	12.32
1954	0.90	0.81	1.50	0.65	0.63	1.83	0.91	1.77	0.59	0.56	1.61	0.69	12.43
1955	1.34	1.31	0.20	2.06	1.35	0.95	0.80	0.44	0.97	0.90	2.24	1.09	13.63
1956	2.39	1.10	0.10	1.50	2.33	0.63	0.08	0.03	0.14	1.86	0.56	1.67	12.39
1957	1.37	0.72	2.14	3.24	3.37	1.47	0.31	1.69	0.33	0.78	1.37	1.61	18.44
1958	0.87	2.20	2.19	2.92	0.30	0.06	0.05	0.23	0.25	T	1.13	0.56	10.72
1959	1.60	1.41	0.79	1.61	2.05	1.38	0.19	1.76	1.65	0.27	0.10	1.05	13.82
1960	0.96	1.58	2.49	1.11	0.73	0.39	0.02	1.33	0.49	1.19	1.73	0.39	12.37
1961	0.09	2.06	1.85	0.95	0.24	0.09	0.56	1.20	1.10	1.60	1.15	0.88	11.75
1962	0.84	1.43	2.34	2.98	2.12	0.49	2.52	0.26	0.27	0.93	0.44	0.28	14.90
1963	0.53	0.67	2.11	[illegible]	0.23	1.67	T	0.56	1.08	1.05	1.56	0.79	14.09
1964	0.94	0.35	2.26	2.69	2.77	2.61	0.26	0.17	0.13	0.45	1.42	3.82	17.87
1965	2.13	1.13	0.14	2.37	2.02	1.87	1.50	2.08	1.93	0.39	1.13	1.81	18.43
1966	0.41	1.19	1.21	1.43	0.51	0.07	0.33	0.22	0.83	1.18	0.75	0.86	8.99
1967	2.05	0.67	1.94	2.08	2.15	2.73	1.14	0.07	0.73	0.66	0.66	1.64	16.52
1968	0.46	2.32	2.21	2.82	2.18	1.58	0.09	3.66	0.56	1.64	1.32	2.27	21.11
1969	1.69	2.84	0.57	1.38	0.18	2.83	1.51	0.34	0.18	1.96	0.92	1.69	16.09
1970	1.24	0.94	1.01	3.25	0.69	1.63	0.86	0.57	[illegible]	1.61	2.27	2.90	19.87
1971	1.06	2.13	1.01	2.16	1.34	0.64	0.94	2.15	1.75	3.23	1.03	1.35	18.79
1972	1.22	0.48	1.18	3.62	[illegible]	0.15	0.06	0.21	1.36	2.76	1.36	3.22	15.74
1973	1.49	0.91	2.67	1.64	1.74	0.19	1.07	1.16	4.07	0.67	2.52	2.26	20.39
1974	1.80	1.65	0.97	4.57	0.39	0.28	[illegible]	0.32	0.03	2.03	[illegible]	1.34	14.46
1975	1.28	1.24	3.44	2.46	2.58	1.81	0.28	0.10	0.08	1.91	1.71	1.03	17.92

b. Put a small star on your graph next to the year with the greatest amount of precipitation.
c. Put a small triangle on your graph next to the year with the least amount of precipitation.
d. Compute the average temperature for the years 1965-1975.

4. Put your completed graphs in the place designated by your teacher.